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ABSTRACT

This volume contains all statistical data from a research project that determined the impact of workplace language and literacy inclusive training (LLIT) on key aspects of the workplace in regard to the whole process of workplace change. The document presents the principal data on which the findings and recommendations are based. A general introduction details the number of respondents (from a sample of 520) to each of the 5 instruments used and the number of workplaces represented and presents the guidelines upon which the statistics presented were based. The volume is then divided into the five aspects of the workplace in which language and literacy inclusive training (LLIT) had the most impact: direct cost savings, access to and acceptability of further training, participation in teams and meetings, promotion and job flexibility, and the value of training. The section corresponding to each of these aspects discusses the number of respondents to the instrument used and the number of workplaces represented, describes the measuring instrument, and presents the data in tabular and, whenever appropriate, graphic form. Some parts provide comments or a synthesis of opinions. Appendixes include the following: initial interview questionnaire; direct cost savings instrument; access to and acceptability of further training instrument; participation in meetings instrument; promotion and job flexibility instrument; "value of the training" survey (four variations). (YLB)

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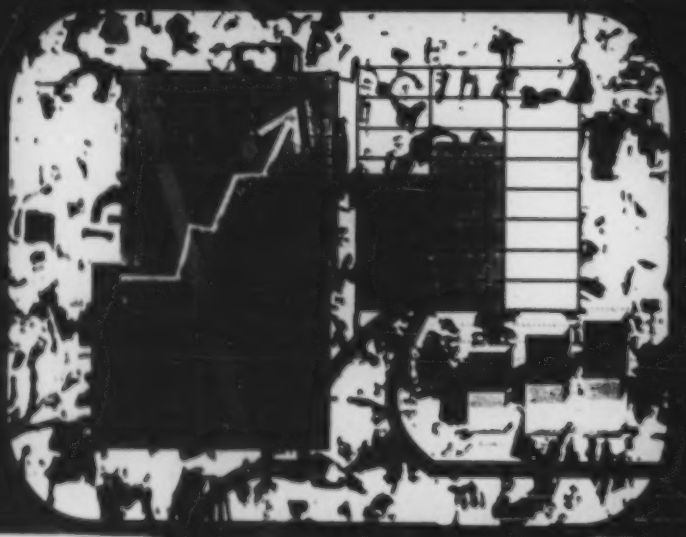
MORE THAN MONEY CAN SAY

The impact of ESL and literacy training in the Australian workplace

Volume II

The statistical overview

ED 413 452



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AUSTRALIAN LANGUAGE AND LITERACY POLICY
NATIONAL ADULT LITERACY PROJECT 1995 / 6

More than money can say

The
impact
of
ESL and literacy training
in the
Australian workplace

Volume II

Statistical overview

More than money can say
The impact of ESL and literacy training in the Australian workplace

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More than money can say:
the impact of ESL and literacy training in the Australian workplace

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General introduction

This section of the report presents the principal data on which the findings and recommendations are based. There were five research instruments[1] developed and administered in the gathering of the data. They covered the following:

- Direct cost savings
- Access to and acceptability of further training
- Participation in teams and meetings
- Promotion and job flexibility
- 'Value of the training'

For certain workplaces, these instruments were either slightly adapted or others were used in their stead. Where this occurred, the figures generated are presented in the relevant case studies only and are not included in this section of the report.

The number of respondents to each of the instruments and the number of workplaces represented is indicated in Table 1 below.

Instrument	Number of respondents	Number of workplaces	Percentage of 24 workplaces
Direct cost savings	53	16	66%
Access to and acceptability of further training	16	8	33%
Participation in teams and meetings	18	8	33%
Promotion and job flexibility	33	8	33%
'Value of the training' survey	400	31	100%
TOTAL	**520**		

Table 1: Number of respondents and workplaces for each instrument used in the study

[1] For further details on each of the instruments, please refer to the introductory pages in each part of this section of the report. A copy of each of the instruments is also available for reference in the appendices to this document.

Nine of the workplaces also feature in separate, mini-case studies. These nine were selected for various reasons. The primary reason was that empirical or other evidence was available which indicated that there was a direct link between the language and literacy inclusive training conducted and significant workplace improvements or gains. For further details, please refer to Section C: *The Case Studies*.

Table 2 indicates which workplaces completed which instruments. The © symbol after the workplace name indicates that a case study has been written for that workplace and appears in Section C of the report.

About the statistics

The statistics which are presented in this document were generated based on the following guidelines:

- All responses received to any question were to be included, except where there was any doubt about the response (based on its readability, not on the value of its content)
- The responses are most commonly presented by respondent group since this gave, in the majority of cases, the broadest sample base to analyse.
- Where several people responded from the same workplace, each response was counted where individual responses or views (in the case of comments) were of importance. Where estimates of dollar or time figures were concerned, every effort was made to ensure that an average was recorded so that effects of accumulation of the same figure from different sources was minimised.
- Single, one-off opinions were recognised but not counted when averages between respondent groups were compared. That is, where only one person represented a whole respondent group, that response is not presented. This has been done to avoid distorting average opinions of different respondent groups.
- Statistics concerning gender and / or background splits are presented where the sample base was broad enough to do so.
- Statistics concerning type of program are presented but with cautionary notes that where some are rated poorly or do not feature at all, this is often because there was inadequate representation of that program type.

For each area of interest, statistics are presented differently, according to the questions of the corresponding instrument. However, there is a certain uniformity in the presentation style which will become apparent as each section is read.

The findings from these statistics are presented in Sections B of the report.

Where do the figures come from?

Workplace \ Measuring instrument	Direct cost savings	Access to and acceptability of further training	Participation in teams and meetings	Promotion and job flexibility	Other specific research carried out
Air International, VIC					X
Ajax Spurway, VIC					X
Alintagas, WA	X	X		X	
Bridgestone Aust. Automotive Components Division Pty Ltd, SA ©	X	X	X	X	
Canterbury City Council, NSW				X	
Civil and Civic / Lend Lease Learning, NSW ©	X	X		X	X
Civil Construction, SA					
Columbia Nursing Homes, NSW	X				
D'Orsogna Ltd, WA	X				
Don Smallgoods, VIC ©					X
Enfield City Council, SA	X	X			
Forwood Products, SA	X		X	X	
Goodman Fielder Mills, NSW ©	X				X
Haigh's Pty Ltd, SA ©	X	X	X		
Hose and Pipe, VIC		X			
Johnson & Johnson Medical, NSW ©	X			X	
Main Roads (Bunbury) , WA	X	X		X	
Monroe Australia, SA	X	X	X	X	
Riverina Woolcombing, NSW	X		X		
Sheraton Perth Hotel, WA	X				
St John of Kronstadt Russian Welfare Society, VIC ©	X		X		X
Stegbar, WA	X		X		
Victorian Hide & Skin Producers, VIC ©					X
Visy Board (WA) Pty Ltd, WA ©			X		X

Table 2: Workplaces and the measuring instruments they answered. [© denotes that a case study has been written for that workplace - see Section C]

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Direct cost savings

The *Direct Cost Savings* measuring instrument[1] was completed by 53 respondents in 16 of the 24 target workplaces. As such, it was the most commonly completed measuring instrument with the exception of the '*Value of the training' survey.*

The respondents to this measuring instrument were in either management or supervisory positions. A statistical breakdown of their responses to the questions is presented in the following pages.

The measuring instrument

The instrument itself was based on three key questions:

1. *What is the respondent's perception of the change (or otherwise) that has occurred with regard to the L&L participants' execution of workplace-specific language and literacy tasks?*

2. *Where significant gains have occurred: a) what is the nature of any saving? and b) what has been the amount of saving?*

3. *What workplace statistical evidence exists to support the claims / estimates indicated in Questions 1 and 2?*

As with all the measuring instruments, the respondents were asked to provide actual workplace figures where possible, but, since valid and reasonably readily obtainable workplace statistics were very rare, most of the figures presented more commonly represent estimates by the two respondent groups.

For the most part, therefore, the answer to Question 3 was that no workplace statistical evidence existed. Although this is, in some respects, a drawback, it has also proven to be something of a blessing since all the workplaces have answered the same questions through the same channel. Thus, the compatibility of the responses has made it much easier to compile statistics across a higher number and broader range of workplaces than might have been the case had they been generated from a range of different sources and by different methods.

Where such workplace-generated statistical data *was* available, however, this has generally become the focus of the case study for the workplace in question and does not feature in this current section of the report.

[1] See Appendix B of this section of the report

Presentation of the results

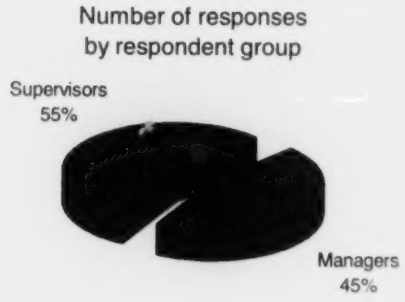
In this section, the data gathered from responses to Question 1 is presented in tabular and, wherever appropriate, graphic form.

Question 2 responses were mainly in comment form. Because of the volume of comments made, this information is not presented in this document. However, the essence of the comments has been 'distilled' and is presented with the findings in Section B of the report.

Number of Responses

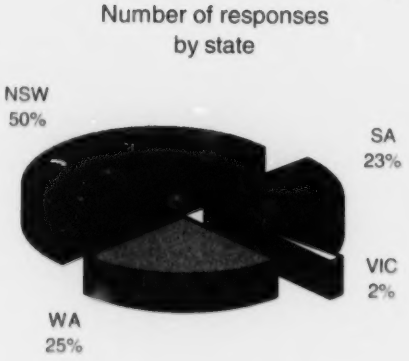
By Respondent Group

Respondent category	Number of responses
Managers	24
Supervisors	29
TOTAL	**53**



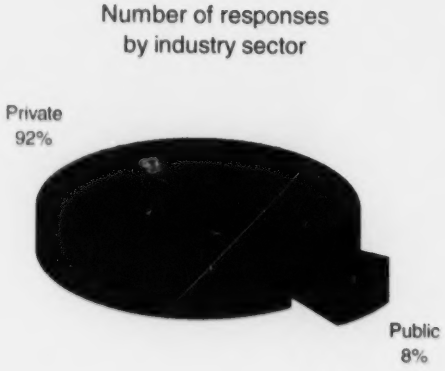
By state

State	Number of responses
NSW	27
SA	12
VIC	1
WA	13
TOTAL	**53**



By Industry Sector

Industry sector	Number of Responses
Private	49
Public	4
TOTAL	**53**



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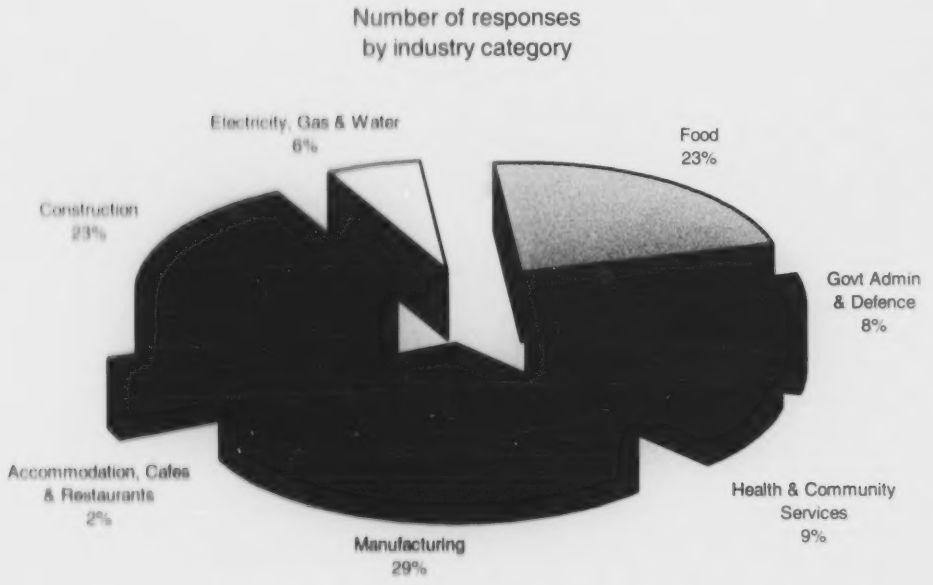
By industry category

Industry category	Number of responses
Accommodation, Cafes & Restaurants	1
Construction	12
Electricity, Gas & Water	3
Food	12
Government Administration & Defence	4
Health & Community Services	5
Manufacturing	16
TOTAL	**53**

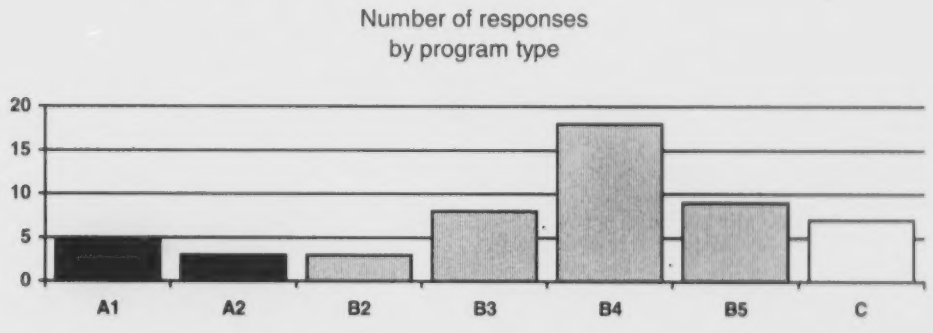


By Individual Workplace

Workplace	Number of responses
Alintagas, WA	3
Bridgestone Australia Ltd Automotive Components Division, SA	1
Civil & Civic / Lend Lease Interiors, NSW	9
Columbia Nursing Homes, NSW	4
D'Orsogna Ltd, WA	2
Enfield City Council, SA	4
Forwood Products, SA	3
Goodman Fielder Milling, NSW	9
Haigh's Pty Ltd, SA	1
Johnson & Johnson Medical, NSW	3
Main Roads (Bunbury), WA	3
Monroe Australia, SA	3
Riverina Woolcombing, NSW	2
Sheraton Perth Hotel, WA	1
St John of Kronstadt Russian Welfare Society Inc., VIC	1
Stegbar, WA	4
TOTAL	**53**

By Program Type

Type of program	Number of responses
A1- Stand-alone ESL, literacy and / or numeracy course	5
A2 - Stand-alone general workplace ESL, literacy and / or numeracy course	3
B1 - Discrete program linked to industry competency standards	0
B2 - Discrete program integrated with industry certificate	3
B3 - Discrete program integrated with specific workplace agenda	8
B4 - Discrete program integrated with other workplace training program	18
B5 - Combination of B1 - B4	9
C - Consistently integrated into all mainstream training	7
TOTAL	**53**



Results

The data and information presented in the rest of this section on Direct Cost Savings concern the respondents' answers to Question 1 of the measuring instrument. The respondents were required to answer in respect of the following workplace language-and-literacy-based skills:

1. understanding written work / job orders
2. understanding written messages
3. understanding written instructions
4. reading plans
5. completing workplace documents generally
6. reporting problems in writing
7. completing QC documentation
8. writing short messages
9. writing minutes of meetings
10. understanding verbal instructions
11. communicating clearly with other team / crew members
12. using a calculator
13. calculating quantities accurately
14. calculating volumes of materials needed for a job
15. completing tally sheets
16. completing time sheets
17. completing maintenance sheets

The differing totals of respondents recorded in each case are due to certain skills in the list being deemed irrelevant in certain workplaces. Where the number of responses for any skill listed was insufficient to render the sample valid, this has been indicated.

Organisation and presentation of the data

Each of the skills is presented in the order of the above list. For each skill, the data are presented as follows:

1. Data are first presented in tabular form regarding the perceived gains made. That is, the respondents were asked to rate (in hindsight) their perception of the training participants' ability to perform the particular skill **before the language and literacy training** took place. Figures for the three possible answers: *Not good, OK,* and *Very good* are given for the two respondent groups separately and then for them collectively. Average figures are then presented of the perceived general savings that the workplace has made as a result of the participants' improvement in the particular language and literacy skill **after the training program**. Again, these are presented separately for each respondent group, and then collectively;

2. This data is then presented graphically;

3. In most cases, a pie chart follows representing the views of all the respondents who rated the particular skill as *Not good* before the language and literacy training. The different ratings of the perceived changes since the training are presented as a percentage of this group of respondents. (The total number of this group of respondents is indicated in the table (described at 1. above) under **Both groups - Not good**.) A pie chart is not included where the sample base is too small to present information in terms of percentages.

4. The data is then presented for each respondent group, this time by program type. The data is presented in order of the highest ratings, so that the reader may readily identify the highest scoring program type by each respondent group. Where the average savings gain rating fell below "1.0" (i.e. less than "minor savings"), the data has not been included in the table. Also, in an attempt to avoid too much distortion of the statistics by single respondents' opinions, where only one individual has given a certain rating, these figures too have been left out. This has meant that because there was only one respondent group representative for certain program types, the following "respondent type - program type" associations are not included :

   Managers - A1
   Managers - A2
   Managers - B1
   Managers - B2

   Supervisors - B1

   The codes used for the different program types are as follows:

   A1 - Stand-alone ESL, literacy and / or numeracy course
   A2 - Stand-alone general workplace ESL, literacy and / or numeracy course
   B1 - Discrete program linked to industry competency standards
   B2 - Discrete program integrated with industry certificate
   B3 - Discrete program integrated with specific workplace agenda
   B4 - Discrete program integrated with other workplace training program
   B5 - Combination of B1 - B4 above
   C - Consistently integrated into all mainstream training

Note: In order to save space, information based on a synthesis of the responses to Question 2 concerning the *Nature of the saving* and the *Amount of saving* appears only in Section B of this report.

Understanding written work / job orders

Respondent category	Perception of workers' ability to read work / job orders before L&L training	Number of responses	Average perceived improvement in workers' ability to read work / job orders since L&L training*
Managers	Not good	10	2.1
	OK	11	1.7
	Very good	1	0
subtotal		**22**	
Supervisors	Not good	10	2.0
	OK	13	0.9
	Very good	2	0
subtotal		**25**	
Both Groups	Not good	20	2.1
	OK	24	1.3
	Very good	3	0
TOTAL		**47**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings

PERCEPTIONS OF WORKER ABILITY TO UNDERSTAND WRITTEN WORK / JOB ORDERS BEFORE L&L TRAINING:
■ Not good
□ OK

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Perceived savings in worker understanding of written work / job orders (rated as "Not Good" before L&L training - 20 respondents)

Improvements perceived in this skill - by program type

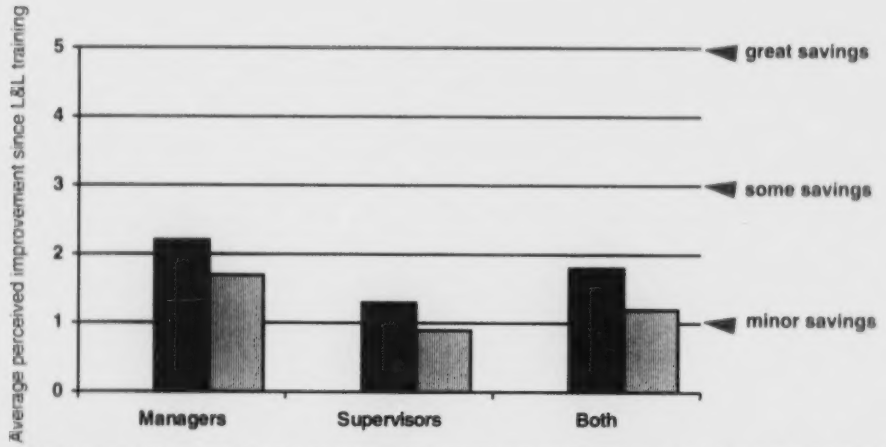
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to read work / job orders since L&L training
Managers	C	4	2.5
	B3	5	2.2
	B4	8	1.8
Supervisors	B3	3	3.0
	C	3	2.3
	B5	2	2.0

Understanding Written Messages

Respondent category	Perception of workers' ability to understand written work messages before L&L training	Number of responses	Average perceived improvement in workers' ability to understand written work messages since L&L training
Managers	Not good	10	2.2
	OK	11	1.7
	Very good	1	0
subtotal		**22**	
Supervisors	Not good	10	1.3
	OK	14	0.9
	Very good	1	0
subtotal		**25**	
Both Groups	Not good	20	1.8
	OK	25	1.2
	Very good	2	0
TOTAL		**47**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO UNDERSTAND WRITTEN WORK / JOB ORDERS BEFORE L&L TRAINING:

■ Not good
□ OK

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Perceived savings in worker understanding of written messages (rated as "Not Good" before L&L training - 20 respondents)

By program type

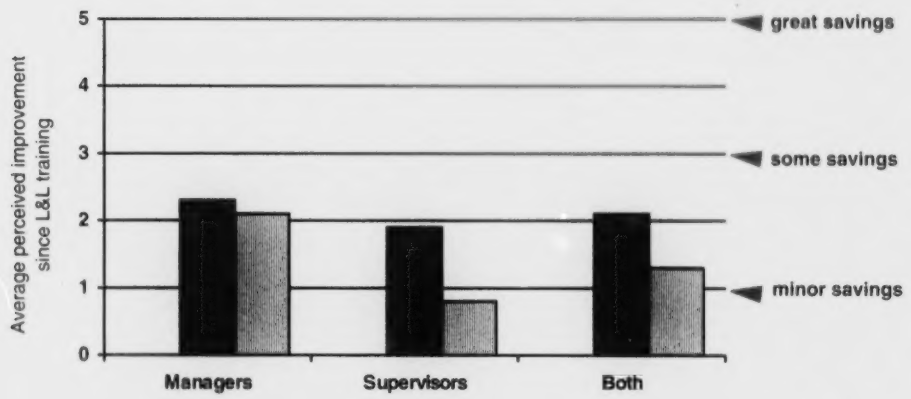
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to understand written work messages since L&L training
Managers	C	4	2.5
	B3	5	2.2
	B4	8	1.9
Supervisors	B3	3	3.0
	B5	2	2.0
	C	3	1.7

Understanding Written Instructions

Respondent category	Perception of workers' ability to understand written instructions before L&L training	Number of responses	Average perceived improvement in workers' ability to understand written instructions since L&L training
Managers	Not good	12	2.3
	OK	8	2.1
	Very good	1	0
subtotal		**21**	
Supervisors	Not good	12	1.9
	OK	12	0.8
	Very good	1	0
subtotal		**25**	
Both Groups	Not good	24	2.1
	OK	20	1.3
	Very good	2	0
TOTAL		**46**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO UNDERSTAND WRITTEN INSTRUCTIONS BEFORE L&L TRAINING:
■ Not good
□ OK

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Perceived savings in worker understanding of written instructions (rated as "Not Good" before L&L training - 24 respondents)

By program type

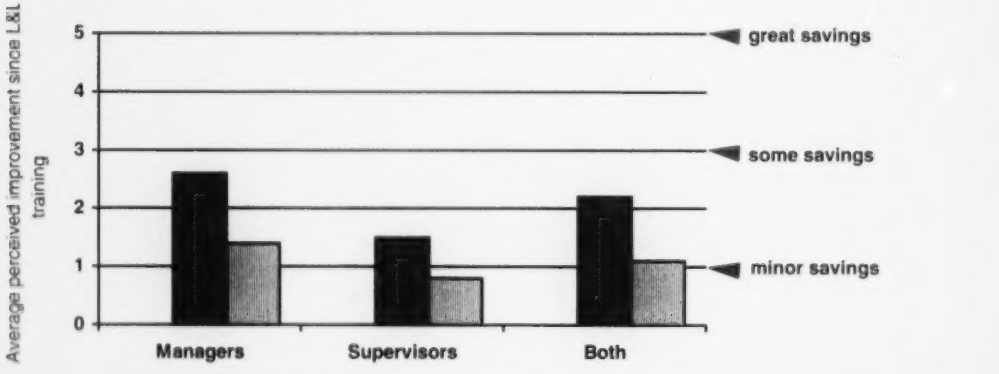
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to understand written instructions since L&L training
Managers	C	4	3.0
	B4	8	2.3
	B3	5	1.8
	B5	3	1.3
Supervisors	B3	3	3.7
	B5	2	3.0
	C	3	1.7

Reading plans

Respondent category	Perception of workers' ability to read plans before L&L training	Number of responses	Average perceived improvement in workers' ability to read plans since L&L training
Managers	Not good	11	2.6
	OK	6	1.4
	Very good	1	0
subtotal		**18**	
Supervisors	Not good	9	1.5
	OK	4	0.8
	Very good	1	0
subtotal		**14**	
Both Groups	Not good	20	2.2
	OK	10	1.1
	Very good	2	0
TOTAL		**32**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO READ PLANS BEFORE L&L TRAINING: ■ Not good □ OK

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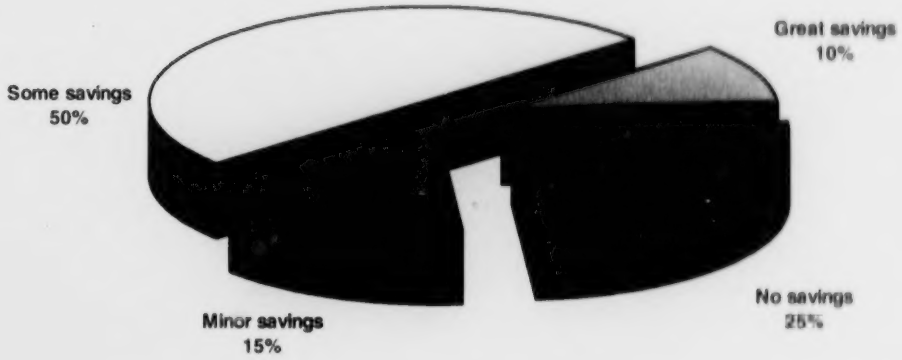
Perceived savings in worker reading of plans
(rated as "Not Good" before L&L training - 20 respondents)



By program type

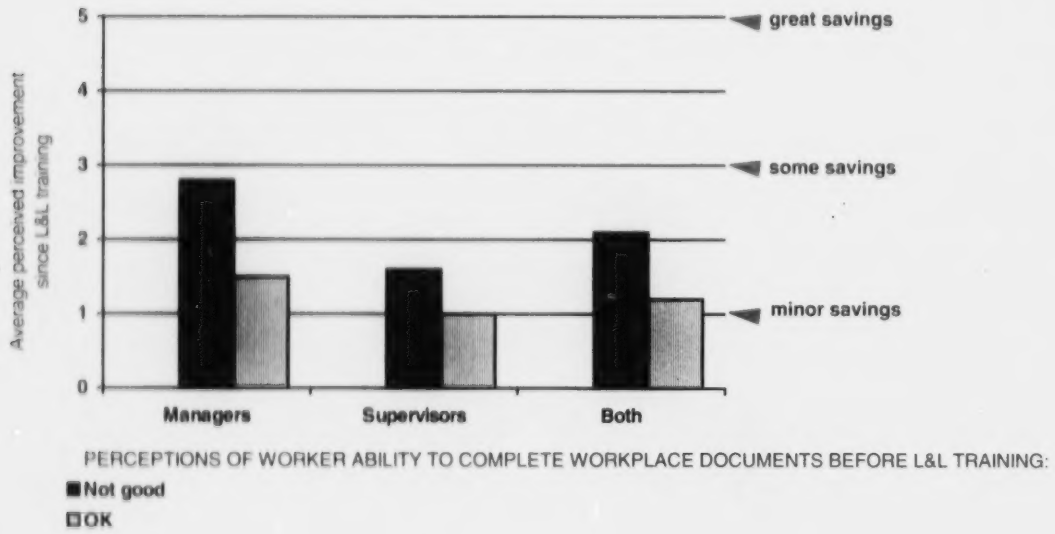
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to read plans since L&L training
Managers	B3	4	3.5
	C	4	1.8
	B4	8	1.8
Supervisors	B5	2	3.0
	C	3	2.3

Completing workplace documents

Respondent category	Perception of workers' ability to complete workplace documents before L&L training	Number of responses	Average perceived improvement in workers' ability to complete workplace documents since L&L training
Managers	Not good	16	2.8
	OK	7	1.5
	Very good	0	(nil responses)
subtotal		**23**	
Supervisors	Not good	22	1.6
	OK	7	1.0
	Very good	0	(nil responses)
subtotal		**29**	
Both Groups	Not good	38	2.1
	OK	14	1.2
	Very good	0	(nil responses)
TOTAL		**52**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



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Perceived savings in worker completion of workplace documents (rated as "Not Good" before L&L training - 38 respondents)

By program type

Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to complete workplace documents since L&L training
Managers	C	4	3.0
	B5	4	3.0
	B3	5	2.4
	B4	8	2.1
Supervisors	B5	5	3.4
	B3	3	3.0
	A2	3	2.0

Reporting problems in writing

Respondent category	Perception of workers' ability to report problems in writing before L&L training	Number of responses	Average perceived improvement in workers' ability to report problems in writing since L&L training
Managers	Not good	15	2.1
	OK	3	2.7
	Very good	0	(nil responses)
subtotal		**18**	
Supervisors	Not good	20	1.6
	OK	2	0.5
	Very good	0	(nil responses)
subtotal		**22**	
Both Groups	Not good	35	1.8
	OK	5	1.8
	Very good	0	(nil responses)
TOTAL		**40**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings

PERCEPTIONS OF WORKER ABILITY TO REPORT PROBLEMS IN WRITING BEFORE L&L TRAINING: ■Not good ■OK

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Perceived savings in worker reporting of problems in writing (rated as "Not Good" before L&L training - 35 respondents)

By program type

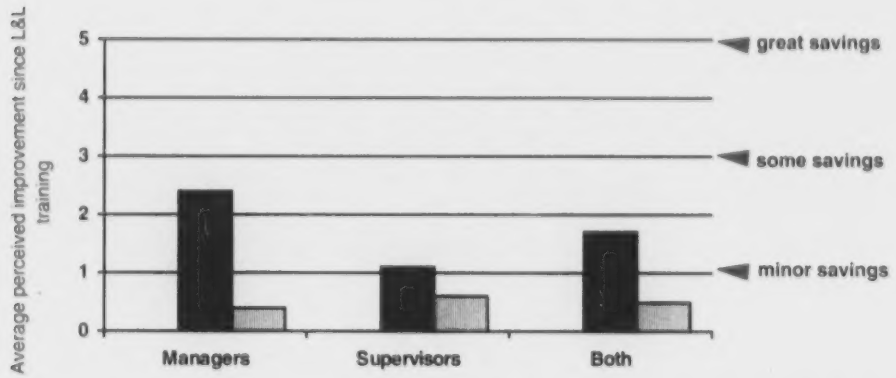
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to report problems in writing since L&L training
Managers	B5	3	3.0
	B3	5	2.4
	C	4	1.8
	B4	7	1.7
Supervisors	B5	5	3.0
	B3	3	2.3
	C	3	1.0
	A2	2	1.0

Completing QC documentation

Respondent category	Perception of workers' ability to complete QC documentation before L&L training	Number of responses	Average perceived improvement in workers' ability to complete QC documentation since L&L training
Managers	Not good	11	2.4
	OK	6	0.4
	Very good	-	(nil responses)
subtotal		**17**	
Supervisors	Not good	10	1.1
	OK	7	0.6
	Very good	1	0
subtotal		**18**	
Both Groups	Not good	21	1.7
	OK	13	0.5
	Very good	1	0
TOTAL		**35**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO COMPLETE QC DOCUMENTATION BEFORE L&L TRAINING: ■Not good □OK

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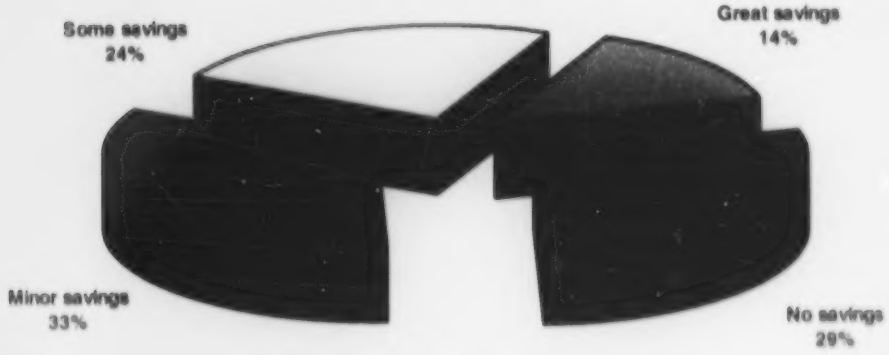
Perceived savings in worker completion of QC documentation (rated as "Not Good" before L&L training - 21 respondents)



By program type

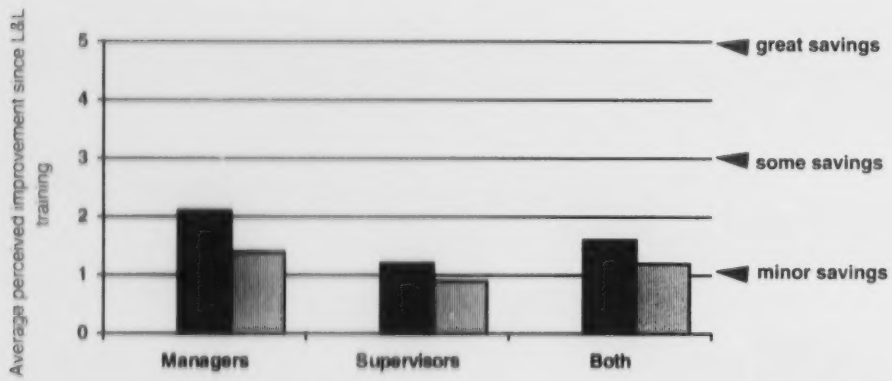
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to complete QC documentation since L&L training
Managers	C	4	2.5
	B3	5	2.4
	B4	5	1.8
Supervisors	A2	2	1.0

Writing short messages

Respondent category	Perception of workers' ability to write short messages before L&L training	Number of responses	Average perceived improvement in workers' ability to write short messages since L&L training
Managers	Not good	10	2.1
	OK	9	1.4
	Very good	2	0
subtotal		**21**	
Supervisors	Not good	14	1.2
	OK	7	0.9
	Very good	0	(nil responses)
subtotal		**21**	
Both Groups	Not good	24	1.6
	OK	16	1.2
	Very good	2	0
TOTAL		**42**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO WRITE SHORT MESSAGES BEFORE L&L TRAINING: ■Not good ■OK

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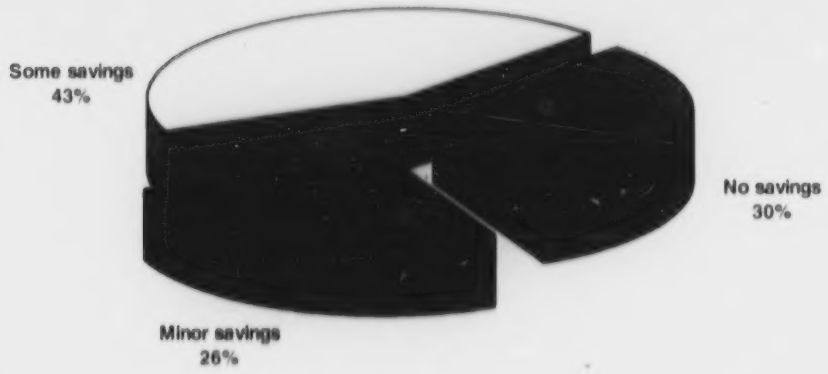
Perceived savings in worker writing of short messages (rated as "Not Good" before L&L training - 24 respondents)



By program type

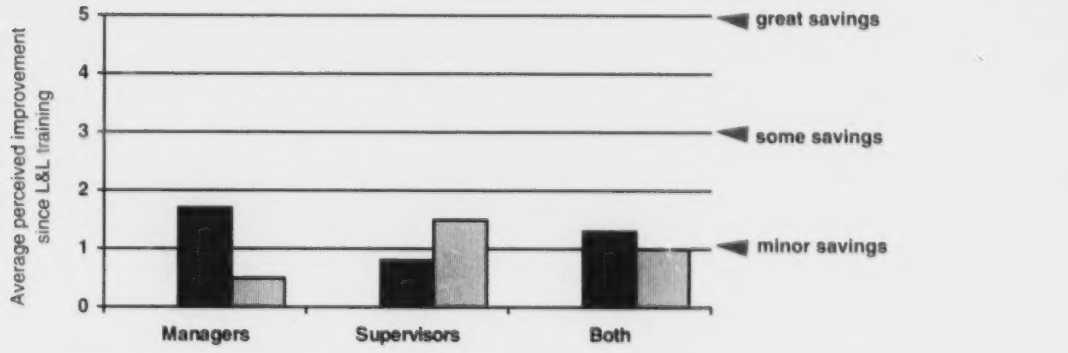
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to write short messages since L&L training
Managers	C	4	2.5
	B4	8	1.9
	B3	5	1.4
Supervisors	B3	3	2.3
	C	3	1.7
	A2	3	1.0

Writing minutes of meetings

Respondent category	Perception of workers' ability to write minutes of meetings before L&L training	Number of responses	Average perceived improvement in workers' ability to write minutes of meetings since L&L training
Managers	Not good	14	1.7
	OK	3	0.5
	Very good	1	0
subtotal		**18**	
Supervisors	Not good	13	0.8
	OK	2	1.5
	Very good	0	(nil responses)
subtotal		**15**	
Both Groups	Not good	27	1.3
	OK	5	1.0
	Very good	1	0
TOTAL		**33**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO WRITE MINUTES OF MEETINGS BEFORE L&L TRAINING: ■Not good □OK

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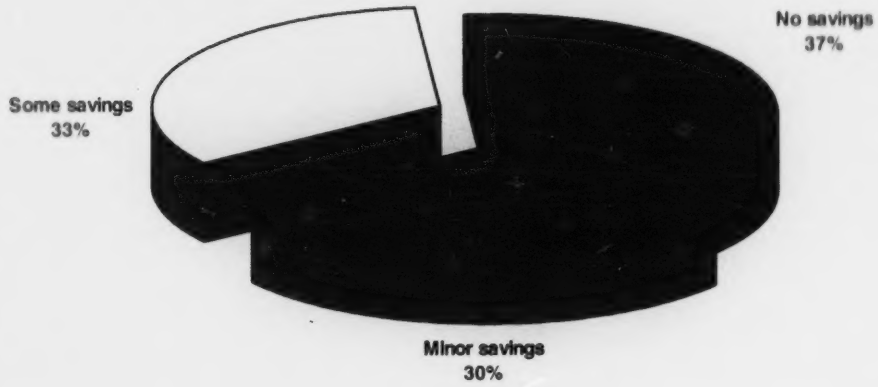
Perceived savings in worker writing of minutes for meetings (rated as "Not Good" before L&L training - 27 respondents)



By program type

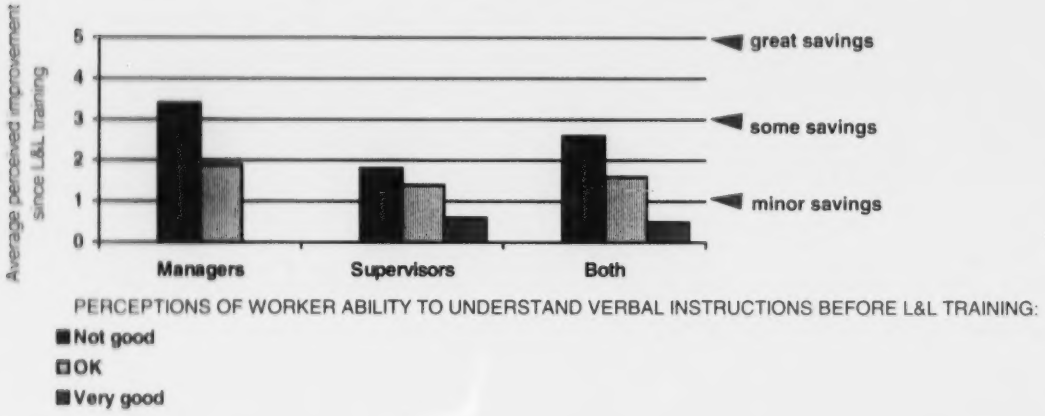
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to write minutes of meetings since L&L training
Managers	B4	8	2.0
	C	4	1.5
Supervisors	B5	2	3.0
	B3	3	1.7

Understanding verbal instructions

Respondent category	Perception of workers' ability to understand verbal instructions before L&L training	Number of responses	Average perceived improvement in workers' ability to understand verbal instructions since L&L training
Managers	Not good	5	3.4
	OK	16	1.9
	Very good	1	0
subtotal		**22**	
Supervisors	Not good	5	1.8
	OK	16	1.4
	Very good	5	0.6
subtotal		**26**	
Both Groups	Not good	10	2.6
	OK	32	1.6
	Very good	6	0.5
TOTAL		**48**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



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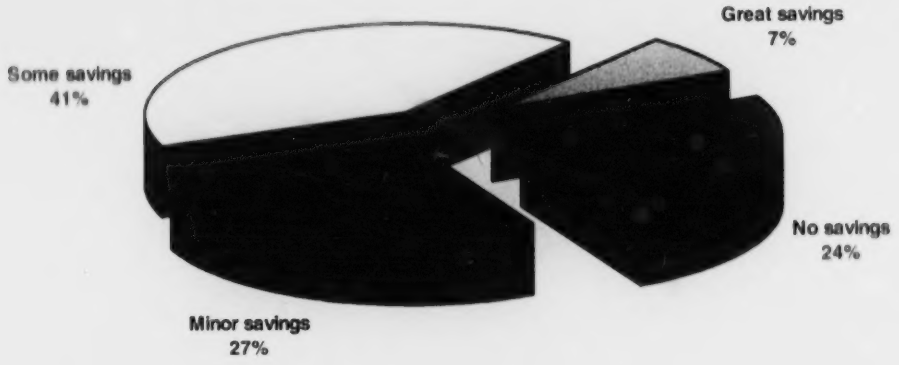
Perceived savings in worker understanding of verbal instructions (rated as "Not Good" or "OK" before L&L training - 42 respondents)



Note:

The above pie chart includes figures for both the "Not good" and "OK" ratings prior to the training program. The "OK" ratings have been included because there were only 10 respondents who rated this skill as "Not Good".

By program type

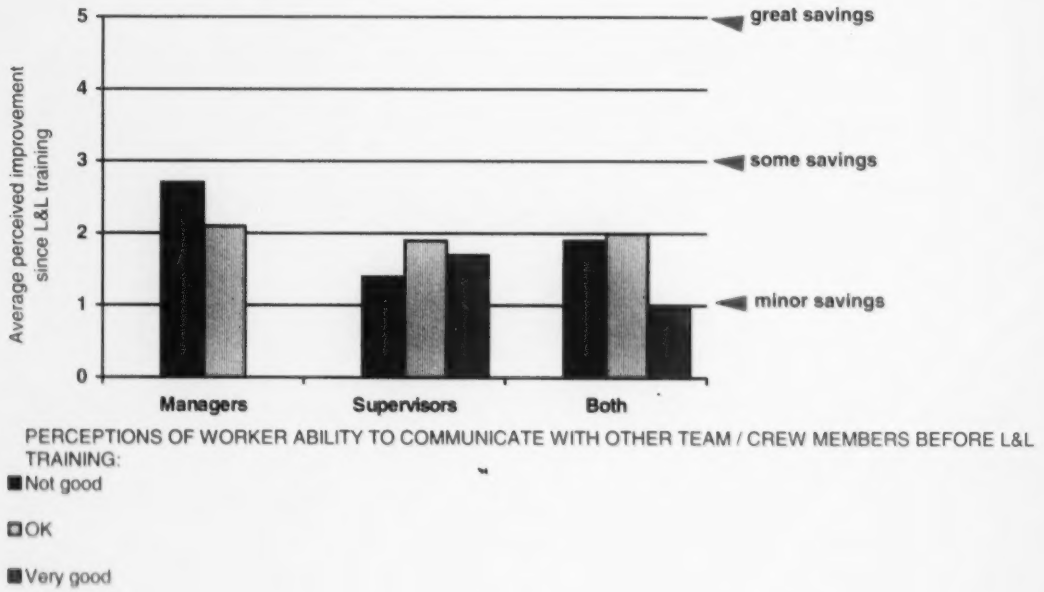
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to understand verbal instructions since L&L training
Managers	B3	5	2.8
	B4	8	2.3
	C	4	2.0
	B5	3	1.3
Supervisors	B5	2	3.0
	B3	3	2.0
	B2	2	2.0
	C	3	1.7
	A2	3	1.0

Communicating clearly with other team / crew members

Respondent category	Perception of workers' ability to communicate clearly with other team / crew members before L&L training	Number of responses	Average perceived improvement in workers' ability to communicate clearly with other team / crew members since L&L training
Managers	Not good	6	2.7
	OK	13	2.1
	Very good	2	0
subtotal		**21**	
Supervisors	Not good	9	1.4
	OK	15	1.9
	Very good	3	1.7
subtotal		**27**	
Both Groups	Not good	15	1.9
	OK	28	2.0
	Very good	5	1.0
TOTAL		**48**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



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Perceived savings in worker communication with other team / crew members
(rated as "Not Good"or "OK" before L&L training - 43 respondents)

Note:

The above pie chart includes figures for both the "Not good" and "OK" ratings prior to the training program. The "OK" ratings have been included because there were only 15 respondents who rated this skill as "Not Good".

By program type

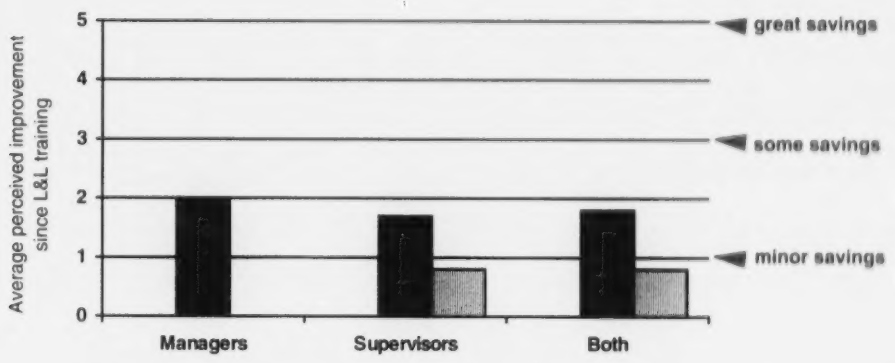
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to communicate clearly with other team / crew members since L&L training
Managers	B3	4	3.0
	C	4	2.0
	B4	8	1.9
	B5	3	1.3
Supervisors	B5	3	4.3
	B3	3	3.0
	C	3	2.0
	B4	8	1.4
	B2	2	1.0

Using a calculator

Respondent category	Perception of workers' ability to use a calculator before L&L training	Number of responses	Average perceived improvement in workers' ability to use a calculator since L&L training
Managers	Not good	9	2.0
	OK	0	(nil responses)
	Very good	3	0
subtotal		**12**	
Supervisors	Not good	10	1.7
	OK	12	0.8
	Very good	1	0
subtotal		**23**	
Both Groups	Not good	19	1.8
	OK	12	0.8
	Very good	4	0
TOTAL		**35**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO USE A CALCULATOR BEFORE L&L TRAINING: ■Not good ◻OK

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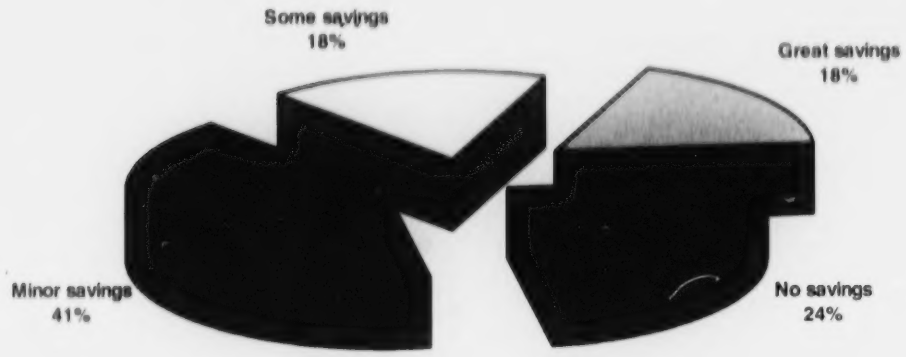
Perceived savings in worker use of calculators
(rated as "Not Good" before L&L training - 19 respondents)



By program type

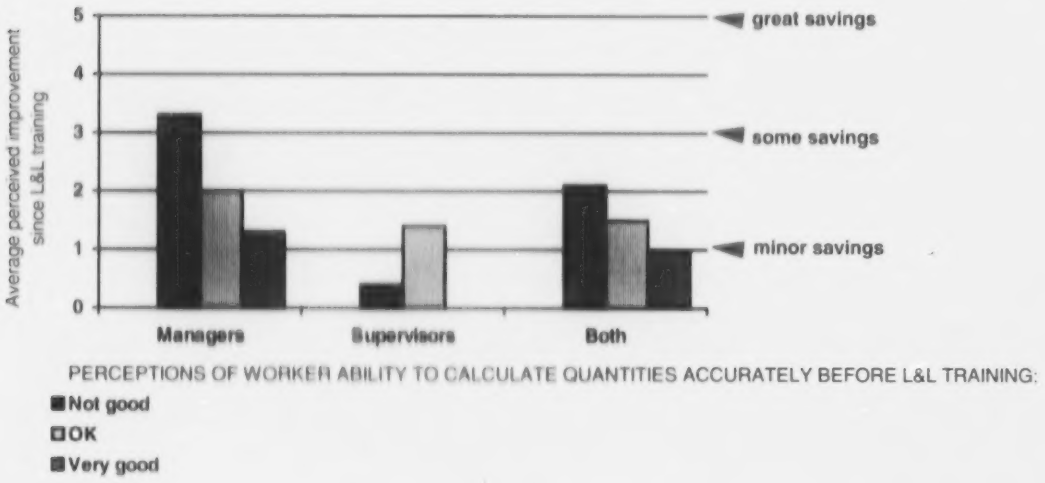
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to use a calculator since L&L training
Managers	B3	3	3.0
	C	3	1.7
Supervisors	B3	2	3.0
	A2	2	2.5
	C	3	1.3
	B5	2	1.0

Calculating quantities accurately

Respondent category	Perception of workers' ability to calculate quantities accurately before L&L training	Number of responses	Average perceived improvement in workers' ability to calculate quantities accurately since L&L training
Managers	Not good	8	3.3
	OK	5	2.0
	Very good	4	1.3
subtotal		**17**	
Supervisors	Not good	7	0.4
	OK	14	1.4
	Very good	1	0
subtotal		**22**	
Both Groups	Not good	15	2.1
	OK	19	1.5
	Very good	5	1.0
TOTAL		**39**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



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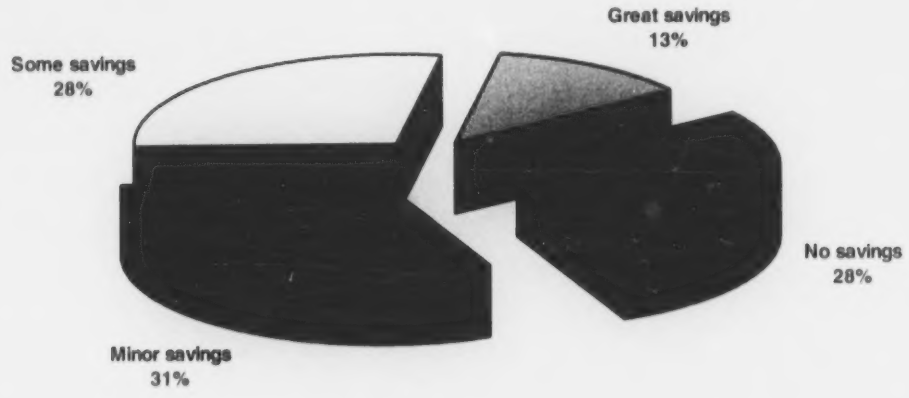
Perceived savings in worker ability to calculate quantities accurately
(rated as "Not Good" or "OK" before L&L training - 34 respondents)



Note:

The above pie chart includes figures for both the "Not good" and "OK" ratings prior to the training program. The "OK" ratings have been included because there were only 13 respondents who rated this skill as "Not Good".

By program type

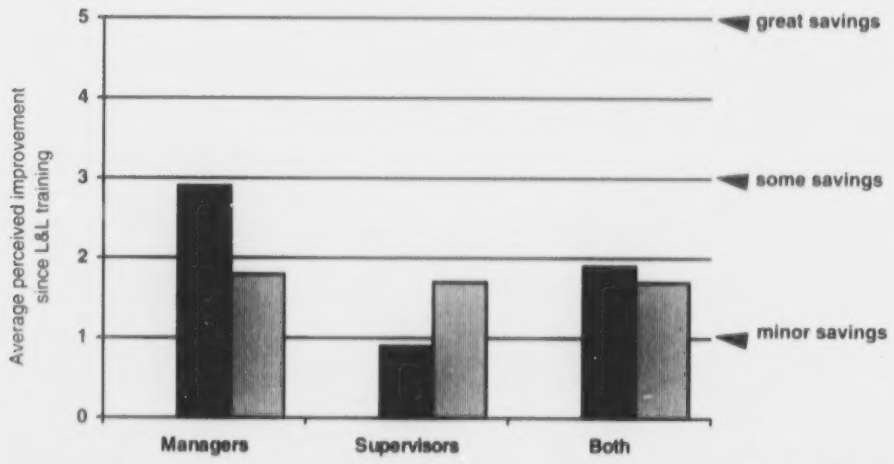
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to calculate quantities accurately since L&L training
Managers	B3	3	4.3
	C	4	2.5
	B4	8	1.8
	B5	3	1.7
Supervisors	B3	2	2.0
	C	3	1.7
	B5	2	1.0

Calculating volume of materials needed for a job

Respondent category	Perception of workers' ability to calculate volume of materials needed for a job before L&L training	Number of responses	Average perceived improvement in workers' ability to calculate volume of materials needed for a job since L&L training
Managers	Not good	9	2.9
	OK	4	1.8
	Very good	3	0
subtotal		**16**	
Supervisors	Not good	9	0.9
	OK	11	1.7
	Very good	0	(nil responses)
subtotal		**20**	
Both Groups	Not good	18	1.9
	OK	15	1.7
	Very good	3	0
TOTAL		**36**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO CALCULATE VOLUME OF MATERIALS FOR A JOB BEFORE L&L TRAINING:
■ Not good
□ OK

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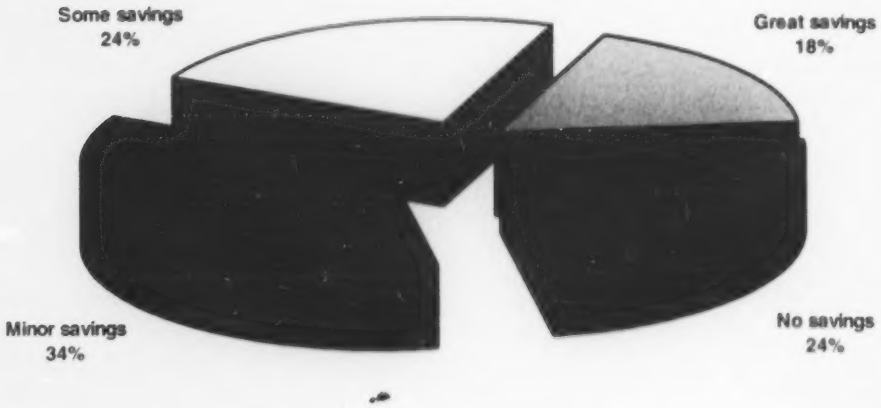
Perceived savings in worker calculation of volume of materials needed for a job
(rated as "Not Good" before L&L training - 18 respondents)



By program type

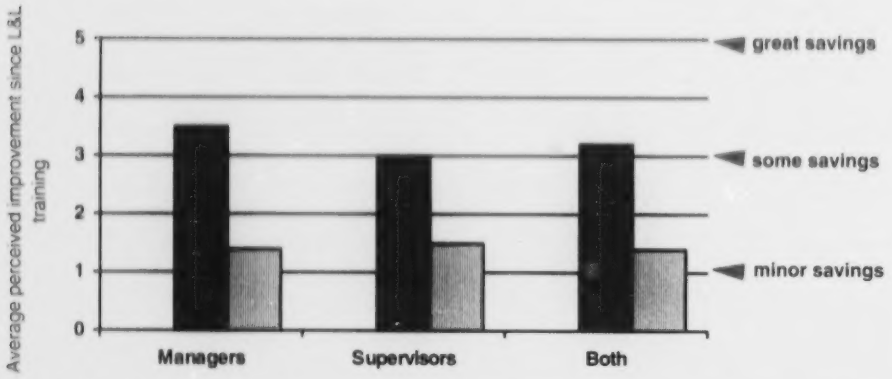
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to calculate volume of materials needed for a job since L&L training
Managers	B3	3	4.3
	B4	7	1.9
	C	4	1.8
Supervisors	A2	2	3.0
	B5	2	2.0
	B3	2	2.0
	C	3	1.7

Completing tally sheets

Respondent category	Perception of workers' ability to complete tally sheets before L&L training	Number of responses	Average perceived improvement in workers' ability to complete tally sheets since L&L training
Managers	Not good	4	3.5
	OK	5	1.4
	Very good	1	0
subtotal		**10**	
Supervisors	Not good	6	3.0
	OK	2	1.5
	Very good	0	(nil responses)
subtotal		**8**	
Both Groups	Not good	10	3.2
	OK	7	1.4
	Very good	1	0
TOTAL		**18**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO COMPLETE TALLY SHEETS BEFORE L&L TRAINING: ■Not good □OK

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Numbers are too low to validate a pie chart presentation.

By program type

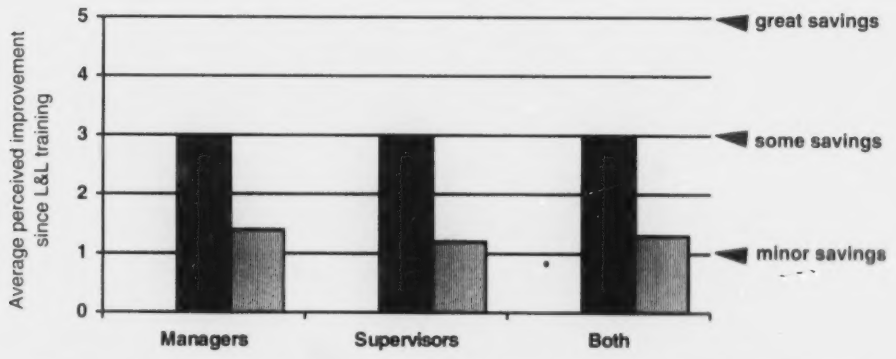
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to complete tally sheets since L&L training
Managers	**B4**	4	3.0
	C	4	2.0
	B3	2	2.0
Supervisors	**B4**	3	2.3
	B5	3	1.0
	B3	2	1.0

Completing time sheets

Respondent category	Perception of workers' ability to complete time sheets before L&L training	Number of responses	Average perceived improvement in workers' ability to complete time sheets since L&L training
Managers	Not good	4	3.0
	OK	7	1.4
	Very good	1	0
subtotal		**12**	
Supervisors	Not good	2	3.0
	OK	6	1.2
	Very good	0	(nil responses)
subtotal		**8**	
Both Groups	Not good	6	3.0
	OK	13	1.3
	Very good	1	0
TOTAL		**20**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO COMPLETE TIME SHEETS BEFORE L&L TRAINING: ■Not good ◘OK

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Numbers are too low to validate a pie chart presentation.

By program type

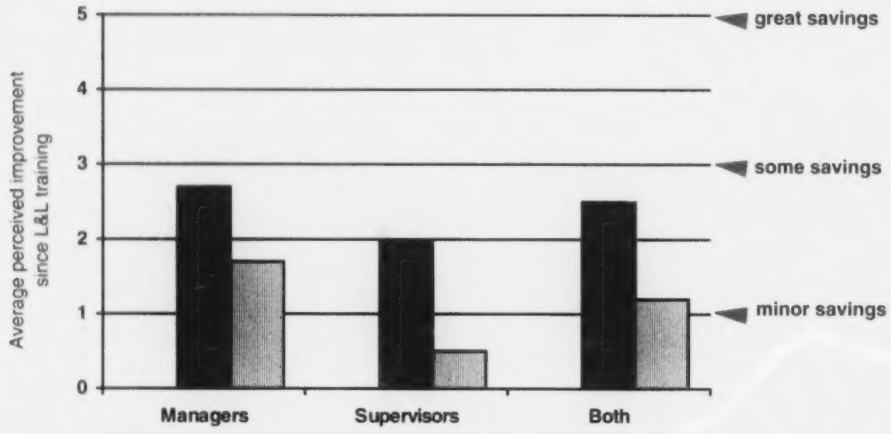
Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to complete time sheets since L&L training
Managers	B4	7	3.0
	C	2	2.0
	B3	3	1.7
Supervisors	B4	3	3.0
	B3	3	2.3

Completing maintenance sheets

Respondent category	Perception of workers' ability to complete maintenance sheets before L&L training	Number of responses	Average perceived improvement in workers' ability to complete maintenance sheets since L&L training
Managers	Not good	7	2.7
	OK	3	1.7
	Very good	1	0
subtotal		**11**	
Supervisors	Not good	4	2.0
	OK	2	0.5
	Very good	0	(nil responses)
subtotal		**6**	
Both Groups	Not good	11	2.5
	OK	5	1.2
	Very good	1	0
TOTAL		**17**	

*Results should be measured against the following scale:

0 = no savings
1 = minor savings
3 = some savings
5 = great savings



PERCEPTIONS OF WORKER ABILITY TO COMPLETE MAINTENANCE SHEETS BEFORE L&L TRAINING: ■Not good □OK

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Numbers are too low to validate a pie chart presentation.

By program type

Respondent category	Type of Program	Number of responses	Average perceived improvement in workers' ability to complete maintenance sheets since L&L training
Managers	C	2	2.0
	B4	6	2.0
	B3	3	1.7
Supervisors	C	2	2.0
	B4	3	1.7

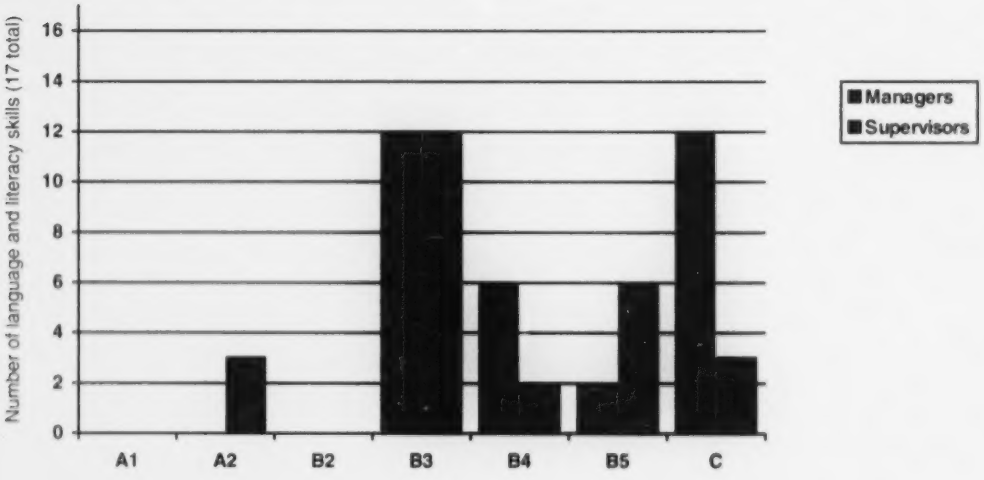
Top Scorers

This table gathers together from earlier tables in this section the highest-scoring program types for each respondent group and for each workplace language and literacy skill surveyed.

	Managers	Supervisors	Both Groups
understanding written work / job orders	C, B3	B3, C	B3,C
understanding written messages	C, B3	B3	B3, C
understanding written instructions	C, B4	B3, B5	B3
reading plans	B3	B5, C	B3, B5, C
completing workplace documents generally	C, B5, B3	B5, B3, A2	B5, B3
reporting problems in writing	B5, B3	B5, B3	B5, B3
completing QC documentation	C, B3	-	-
writing short messages	C	B3	C, B3
writing minutes of meetings	B4	B5	B5, B4
understanding verbal instructions	B3, B4, C	B5, B3, B2	B3
communicating clearly with other team / crew members	B3, C	B5, B3	B3
using a calculator	B3	B3, A2	B3
calculating quantities accurately	B3, C	B3	B3
calculating volumes of materials needed for a job	B3	A2, B5, B3	B3
completing tally sheets	B4, C, B3	B4	B4
completing time sheets	B4, C	B4, B3	B4
completing maintenance sheets	C, B4	C	C
MOST COMMONLY TOP-SCORING PROGRAM TYPE(S)	B3, C	B3	B3

A count of the number of times each type of program 'top-scored' for each of the two respondent groups is presented graphically on the next page.

Number of language and literacy skills for which each program type was rated highest by each respondent group



Note: It should be remembered that because there was only one respondent group representative for certain program types, the empty columns in the above graph cannot be taken to indicate a poor showing for that program type. The only exception to this is for A1 programs where there were four supervisor respondents.

Access to and acceptability of further training

16 respondents in eight workplaces (one third of the workplaces involved in the research project) completed the *Access to and Acceptability of Further Training* measuring instrument[1]. The respondents represented three different groups: Managers, Participants, and Supervisors.

The measuring instrument

The measuring instrument consisted of two sections. Section A was addressed to management and supervisory personnel; Section B to participants in the language and literacy training program.

In each section the key questions were:

SECTION A

1. *What training statistics are available which indicate internal and external training course enrolments, drop-outs, and successes?*

2. *For identified language and literacy participants, what statistics exist indicating their involvement in further training - specifically in terms of completion of other courses, or elements / modules of courses - since the language and literacy training?*

3. *What is the respondent's perception of the improvement in key areas of workers' skills development, production matters, and safety?*

4. *What is the value to this particular workplace of each of the focus items at Question 3, and how might this be measured?*

5. *What specific gains, if any, has the workplace made due to language and literacy participants going on to take part in further training?*

SECTION B

1. *A "before and after" tally of participants' perceptions of their ability to read information on available training courses, and both their ability and willingness to apply for those courses.*

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[1] See Appendix C of this section of the report

2. *For those language and literacy training participants who went on to further training, to what extent do they feel the language and literacy training was responsible for them accessing, applying for, and completing this further training?*

3. *Which specific language, literacy, and numeracy skills and other personal development gained through the language and literacy training were instrumental in enabling them to do further training?*

In several cases, as was the research team's intention, there were "joint efforts" where two or more respondents in the same workplace completed one questionnaire between them. Unfortunately, this did not always occur, and sometimes parts of the measuring instrument were left partially or completely blank. This was particularly the case for Questions 1 and 2, in Section A (concerning statistics for enrolments, 'dropouts' and successful completion of training). For this reason alone, results for these and certain other questions are not presented due to insufficient or incomplete data. Where individual workplaces have responded fully to these questions, the data are included in the case study for that particular workplace.

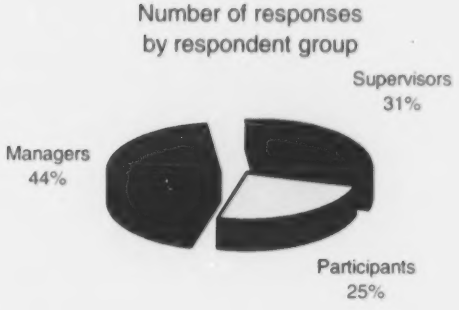
Presentation of the results

In this section, the data gathered from responses to Question 3 (Section A) are presented in tabular and, wherever appropriate, graphic form. The data gained from questions 4 and 5 were principally in comment form. Some of this is presented in the relevant case studies, but a synthesis of the most commonly expressed opinions is made and presented at the appropriate points in Section B of the report.

Number of Responses

By Respondent Group

Respondent category	Number of responses
Managers	7
Participants	4
Supervisors	5
TOTAL	**16**

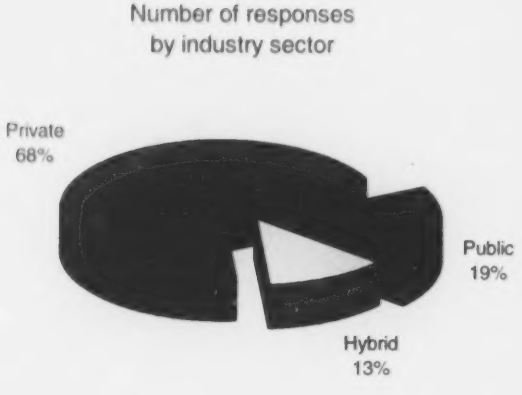


By state

State	Number of responses
SA	11
VIC	1
WA	4
TOTAL	**16**

By Industry Sector

Industry sector	Number of Responses
Private	11
Public	3
Hybrid	2
TOTAL	**16**



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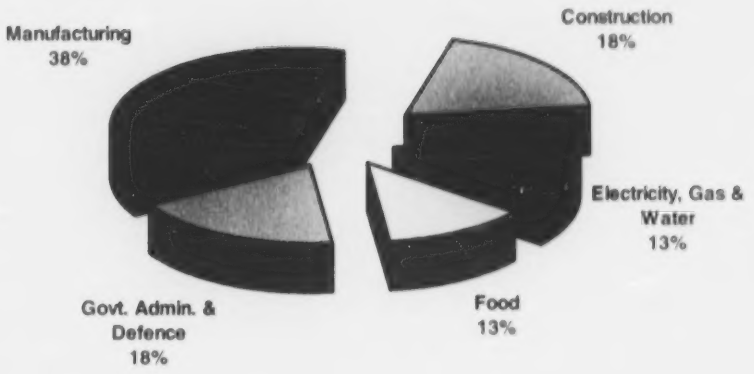
By industry category

Industry category	Number of responses
Construction	3
Electricity, Gas & Water	2
Food	2
Government Administration & Defence	3
Manufacturing	6
TOTAL	**16**

Number of responses
by industry category



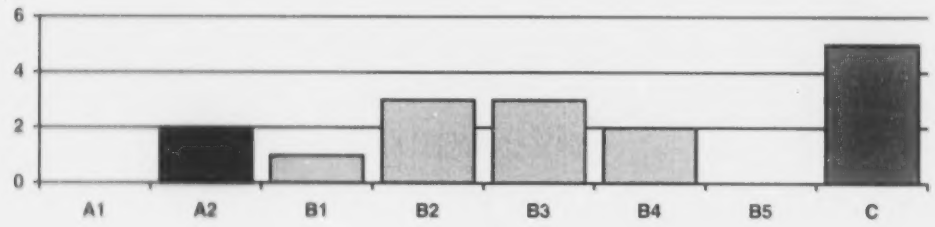
By Individual Workplace

Workplace	Number of responses
Alintagas, WA	2
Bridgestone Australia Ltd Automotive Components Division, SA	4
Civil Construction, SA	1
Enfield City Council, SA	3
Haigh's Pty Ltd, SA	2
Hose and Pipe, VIC	1
Main Roads (Bunbury), WA	2
Monroe Australia, SA	1
TOTAL	**16**

By Program Type

Type of program	Number of responses
A1 - Stand-alone ESL, literacy and / or numeracy course	0
A2 - Stand-alone general workplace ESL, literacy and / or numeracy course	2
B1 - Discrete program linked to industry competency standards	1
B2 - Discrete program integrated with industry certificate	3
B3 - Discrete program integrated with specific workplace agenda	3
B4 - Discrete program integrated with other workplace training program	2
B5 - Combination of B1 - B4	0
C - Consistently integrated into all mainstream training	5
TOTAL	**16**

Number of responses
by program type



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Results

The data and information presented in the rest of this section on Access to and Acceptability of Further Training concern the respondents' answers to Questions 3 - 5 (Section A - Management and Supervisor respondents), and to all three questions in Section B (Participants).

Section A, Questions 3 - 5

In Section A, Question 3, the respondents were required to indicate their perception of improvements in the following aspects of the workforce and workplace:

1. in-house availability of pool of relevant expertise
2. the flexibility of the workforce
3. the workplace's dependence on casual labour during emergencies
4. the workplace's dependence on contracted labour
5. delays / lead time for getting jobs done
6. ability to meet projected productivity targets
7. the accident rate

The differing totals of respondents recorded in each case are due to certain items in the list being deemed inapplicable in certain workplaces.

Organisation and presentation of the data (Section A)

Each of the items is presented in the order of the above list. For each one, the data is presented as follows:

1. Data are first presented in tabular form regarding the perceived gains made. That is, the respondents were asked to rate (in hindsight) their perception of the workplace's performance in the particular item **before the language and literacy training** took place.

2. **Post-language and literacy program** figures for the same items are then presented regarding perceived improvements that the workplace has made as a result of the participants' involvement in the training program. These are presented separately for each respondent group, and the maximum and minimum post-program ratings are given for each group. This is because of the relatively low numbers of respondents.

   Because the respondent base is so small, there is no graphical representation of percentage figures. The graphical representation is limited to a straight comparison between managers and supervisors perceptions. This comparison is discussed in some detail in Section B of the report.

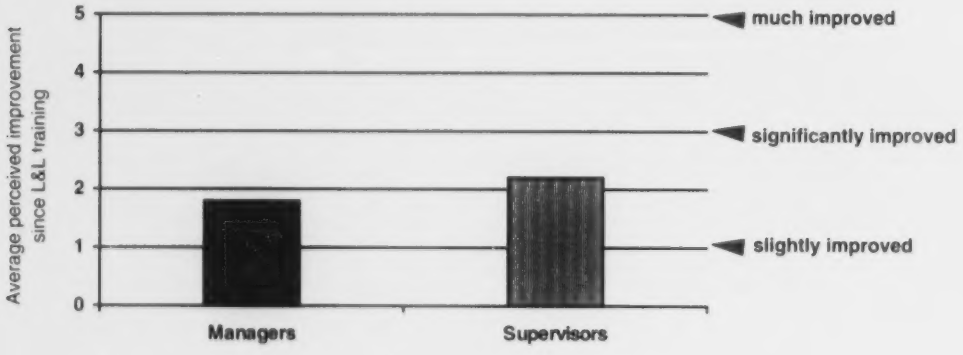
Value of trained workers

Changes noticed in each of the stated areas by managers and supervisors.

In-house availability of pool of relevant expertise

Respondent group	Number of responses	Average perceived improvement in in-house availability of pool of relevant expertise since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	5	1.8	1	3
Supervisors	5	2.2	1	3

Perceptions of improvement in in-house availability of relevant expertise resulting from language and literacy participants taking on further workplace training



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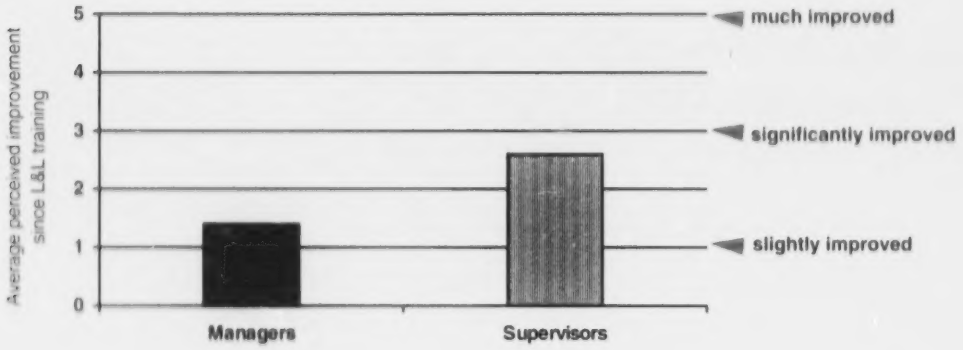
Flexibility of workforce

Respondent group	Number of responses	Average perceived improvement in flexibility of the workforce since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	5	1.4	1	3
Supervisors	5	2.6	1	3

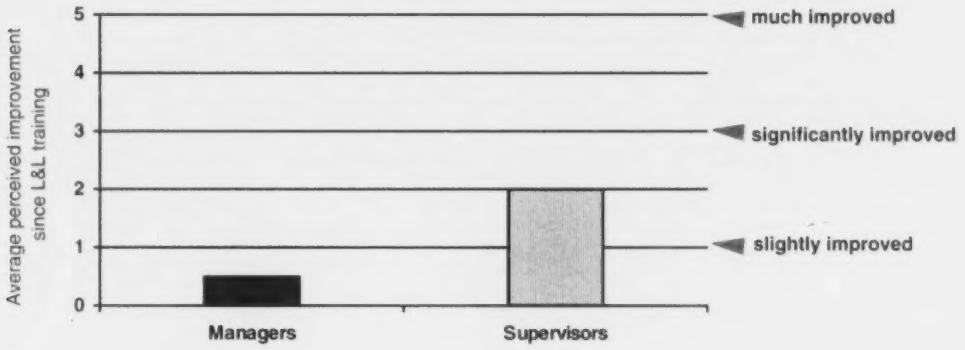
Perceptions of improvement in worker flexibility resulting from language and literacy participants taking on further workplace training



Reduction in workplace's dependence on casual labour during emergencies

Respondent group	Number of responses	Average perceived reduction in the workplace's dependence on casual labour during emergencies since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	4	0.5	0	1
Supervisors	3	2	0	3

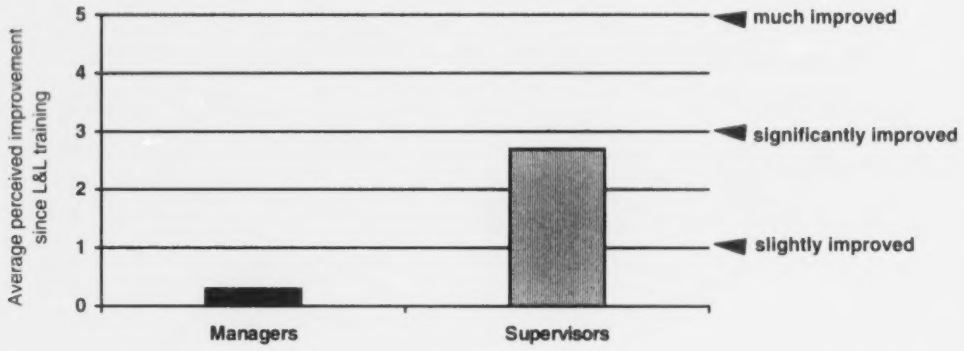
Perceptions of improvement in dependence on casual labour during emergencies resulting from language and literacy participants taking on further workplace training



Reduction in workplace's dependence on contracted labour

Respondent group	Number of responses	Average perceived reduction in workplace's dependence on contracted labour since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	4	0.3	0	1
Supervisors	3	2.7	0	5

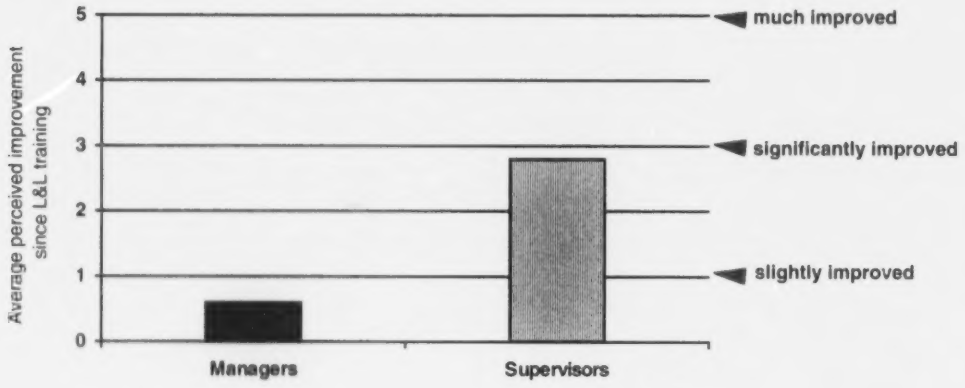
Perceptions of improvement in dependence on contracted labour resulting from language and literacy participants taking on further workplace training



Reduction in delays / lead times for getting jobs done

Respondent group	Number of responses	Average perceived reduction in delays / lead times for getting jobs done since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	5	0.6	0	1
Supervisors	5	2.8	0	5

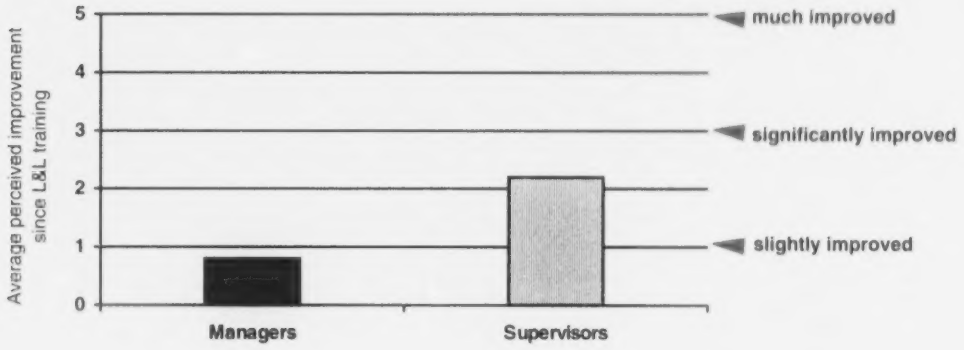
Perceptions of improvement in delays / lead times for getting jobs done resulting from language and literacy participants taking on further workplace training



Ability to meet projected productivity targets

Respondent group	Number of responses	Average perceived improvement in ability to meet projected productivity targets since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	4	0.8	0	1
Supervisors	5	2.2	1	3

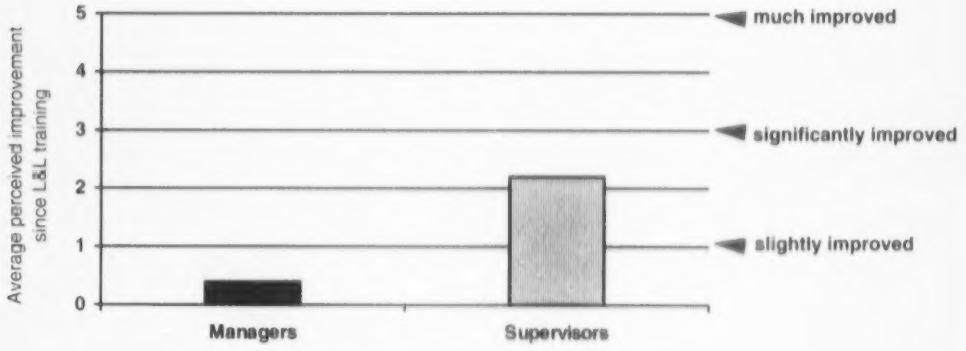
Perceptions of improvement in ability to meet projected productivity targets resulting from language and literacy participants taking on further workplace training



Reduction in accidents

Respondent group	Number of responses	Average perceived reduction in accidents since L&L training	Lowest individual respondent rating	Highest individual respondent rating
Managers	5	0.4	0	1
Supervisors	5	2.2	1	3

Perceptions of improvement in the accident rate resulting from language and literacy participants taking on further workplace training



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Section B

In Section B, training participant respondents were required simply to indicate their before-and-after responses to a series of statements about their abilities to access training and how any recorded changes were directly attributable to the language and literacy training they had received.

At Question 1, they were asked to give their before-and-after responses (by stating simply *Yes* or *No)* to the following:

- ability to read information on available training courses
- ability to apply for courses
- willingness to apply for courses

At Question 2, participants who had gone on to further training were asked to indicate to what extent they felt the language and literacy training had affected their ability to:

- access further training programs
- apply for further training programs
- complete further training programs

They were asked to rate each item on a four-point scale: *Definitely helped, Probably helped, Probably didn't help, Definitely didn't help.*

At Question 3, the same participants who had gone on to further training were asked to indicate which items from the following list they felt had enabled them to take on further training:

- specific reading skills required by the further training
- specific writing skills required by the further training
- specific speaking skills required by the further training
- specific comprehension skills required by the further training
- specific mathematical skills required by the further training
- general confidence to take on further training

Respondents were also encouraged to identify any other skills or effects of the language and literacy training which had helped them to take on further training.

Access and acceptability

Number of participants now able to read information on available training courses who could not do so before L&L training.

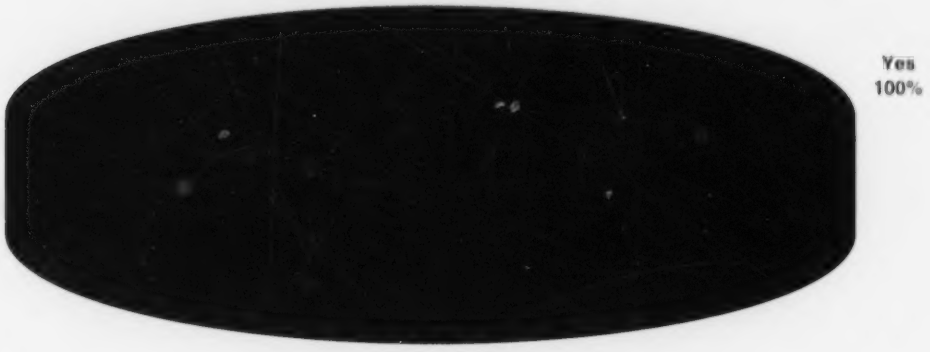
Workplace	Number of participants who could not read information about training programs before the L&L training	Number of participants who could not read information about training programs after the L&L training	Number of participants who have improved in this skill	Percentage improvement
1	25	5	20	80%
2	4	2	2	50%
3	2	1	1	50%
TOTAL	**31**	**8**	**23**	**74%**

Percentage of participants who had gained the ability to apply for training programs after language and literacy training

Number of participants now able to apply for training courses who could not do so before L&L training.

Workplace	Number of participants who could not apply for training before the L&L training	Number of participants who could not apply for training after the L&L training	Number of participants who have improved in this skill	Percentage improvement
1	19	0	19	100%
2	1	0	1	100%
TOTAL	**20**	**0**	**20**	**100%**

Percentage of participants who had gained the ability to apply for training programs after language and literacy training



Number of participants now willing to apply for training courses who could not do so before L&L training.

Workplace	Number of participants who were not willing to apply for training programs before the L&L training	Number of participants who were not willing to apply for training programs after the L&L training	Number of participants who have improved in this skill	Percentage improvement
1	40	20	20	50%
2	6	0	6	100%
3	1	0	1	100%
4	1	0	1	100%
5	2	1	1	50%
TOTAL	**50**	**21**	**29**	**58%**

Percentage of participants who were willing to apply for further training programs after language and literacy training

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Degree of necessity

Participant respondents were asked to indicate the degree to which the language and literacy training had been essential to their accessing, applying for, and coping with further training. The totals vary due to the appropriateness of each question to the 19 respondents.

Gaining access to further training

Workplace	Definitely helped	Probably helped	Probably didn't help	Definitely didn't help
1	3	0	0	0
2	5	3	1	1
3	2	1	0	0
4	1	1	0	0
TOTAL	**11**	**5**	**1**	**1**

Applying for further training

Workplace	Definitely helped	Probably helped	Probably didn't help	Definitely didn't help
1	0	0	2	1
2	2	5	3	0
3	1	1	0	0
4	1	0	0	0
5	0	0	0	3
TOTAL	**4**	**6**	**5**	**4**

Coping with further training program

Workplace	Definitely helped	Probably helped	Probably didn't help	Definitely didn't help
1	0	3	0	0
2	1	5	3	1
3	0	1	0	0
4	0	0	0	3
TOTAL	**1**	**9**	**3**	**4**

Passing entrance examination to further training program

Workplace	Definitely helped	Probably helped	Probably didn't help	Definitely didn't help
1	**1**	**2**	**0**	**0**

Skills areas cited as necessary for further training

Skills area	Number of times cited
Specific reading skills	7
Specific writing skills	8
Specific speaking skills	6
Specific comprehension skills	8
Specific maths skills	10
General confidence	9

Participation in Meetings

18 managers and supervisors from eight of the 24 workplaces completed the *Participation in Meetings* measuring instrument[1]. A statistical breakdown of their responses is presented in the following pages.

The measuring instrument

This instrument posed four key questions; namely:

1. *What is the respondent's perception of the improvement in workers' involvement in the key aspects of team meetings?*

2. *For specific workers, what is the respondent's perception of the change in each participant's attitude and behaviour in team meetings since the language and literacy inclusive training?*

3. *What specific outcomes of team suggestions have occurred which the respondent attributes, at least in part, to the language and literacy inclusive training? And what value is attached to the suggestion?*

4. *What other influences, if any, have contributed to the improvements noted at Questions 1 - 3?*

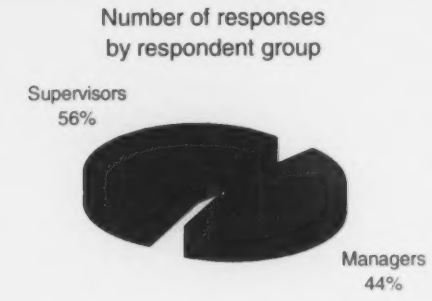
For the most part, all four questions were answered fully by all respondents. Data and information from Questions 1,2 and 4 are presented in this section. A synthesis of the comments made in response to Question 3 is presented in Section B of the report.

[1] See Appendix D of this section of the report

Number of responses

By respondent group

Respondent category	Number of responses
Managers	8
Supervisors	10
TOTAL	**18**

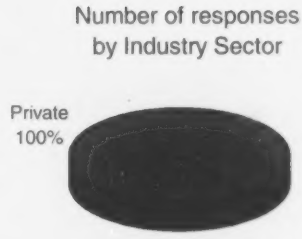


By state

State	Number of responses
NSW	3
SA	11
VIC	1
WA	3
TOTAL	**18**

By industry sector

Respondent category	Number of responses
Private	18
Public	0
TOTAL	**18**



By industry category

Industry category	Number of responses
Food	2
Health & Community Services	1
Manufacturing	15
TOTAL	**18**

By individual workplace

Workplace	Number of responses
Bridgestone Australia Ltd Automotive Components Division, SA	4
Forwood Products, SA	4
Haigh's Pty Ltd, SA	2
Monroe Australia, SA	1
Riverina Woolcombing, NSW	3
St John of Kronstadt Russian Welfare Society Inc, VIC	1
Stegbar, WA	1
Visy Board (WA) Pty Ltd, WA	2
TOTAL	**18**

By program type

Type of program	Number of responses
A1 Stand-alone ESL, literacy and / or numeracy course	1
A2 Stand-alone general workplace ESL, literacy and / or numeracy course	0
B1 Discrete program linked to industry competency standards	0
B2 Discrete program integrated with industry certificate	2
B3 Discrete program integrated with specific workplace agenda	3
B4 Discrete program integrated with other workplace training program	3
B5 Combination of B1 - B4 above	0
C Consistently integrated into all mainstream training	9
TOTAL	**18**

Results

The data and information presented in the remainder of this section on Participation in Meetings concerns the respondents' answers to Questions 1, 2 and 4[2].

At Question 1, the respondents were asked to indicate their perception of any improvements with respect to the following key aspects of team meetings:

1. focussing of team discussions
2. understanding of problem-identification and problem-solving tools
3. use of problem-identification and problem-solving tools
4. understanding of meeting procedures
5. minute-taking skills
6. team spirit
7. general amount of participation

Differing respondent totals are due to certain aspects being considered irrelevant in certain cases.

Organisation and presentation of the data

Data for each element of Question 1 (concerning improvements in different aspects of team meetings) is first presented in tabular form. These are presented both separately for the two respondent groups, and then collectively. Results should be measured against the following scale:

0 = no change **3 = somewhat improved**
1 = minor gains **5 = much improved**

The same data is then presented graphically;

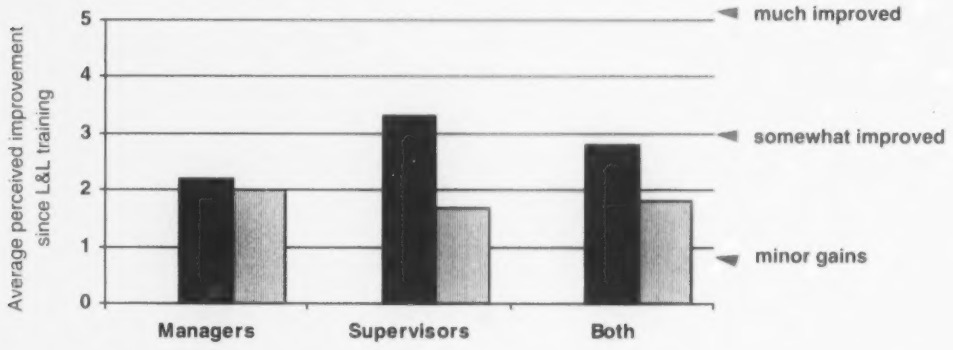
The data is then presented again in tabular form, this time by program type. Because of the relatively low number of respondents for each program type, only combined figures are given. Where there is only one respondent for a particular program type, these figures have been excluded. This means that the following program types are not included in the presentation:

A2 Stand-alone general workplace ESL, literacy and / or numeracy course
B1 Discrete program linked to industry competency standards
B5 Combination of B-type programs

[2] The comments given in answer to Question 3 concerning the value to the workplace of worker participation have been synthesised and are presented in the appropriate place in Section B of the report.

Focussing of team discussions

Respondent category	Perception of focussing of team discussions before L&L training	Number of responses	Perception of focussing of team discussions since L&L training
Managers	Not good	5	2.2
	OK	3	2.0
subtotal		**8**	
Supervisors	Not good	7	3.3
	OK	3	1.7
subtotal		**10**	
Both groups	Not good	12	2.8
	OK	6	1.8
	Very good	-	(nil responses)
TOTAL		**18**	



PERCEPTIONS OF FOCUSSING OF TEAM DISCUSSIONS BEFORE L&L TRAINING: ■ Not good □ OK

By program

Respondent category	Type of program	Number of responses	Average perceived improvement in focussing of team discussions since the L&L training
Both groups	B3	3	3.6
	B2	2	3.0
	B4	3	2.3
	C	9	2.0

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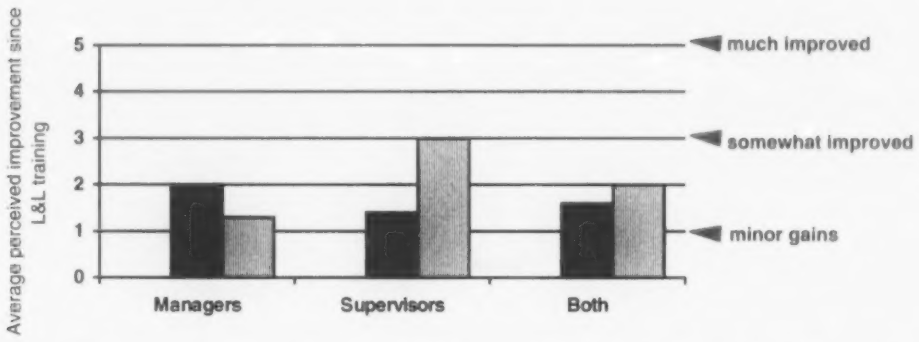
Understanding of problem-identification and problem-solving tools

Respondent category	Perception of understanding of problem-identification and problem-solving tools before L&L training	Number of responses	Perception of understanding of problem-identification and problem-solving tools since L&L training
Managers	Not good	5	2.0
	OK	3	1.3
subtotal		**8**	
Supervisors	Not good	8	1.4
	OK	2	3.0
subtotal		**10**	
Both groups	Not good	13	1.6
	OK	5	2.0
	Very good	-	(nil responses)
TOTAL		**18**	



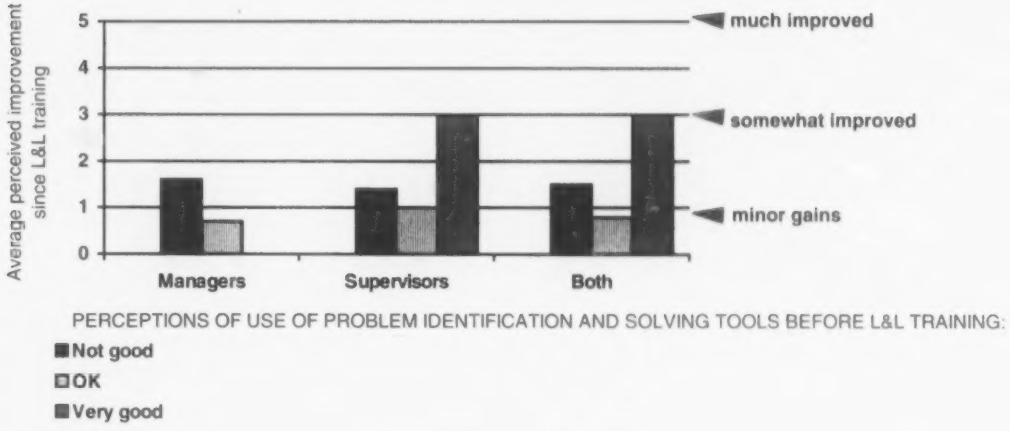
PERCEPTIONS OF UNDERSTANDING OF PROBLEM IDENTIFICATION AND SOLVING TOOLS BEFORE L&L TRAINING:
■ Not good
□ OK

By program

Respondent category	Type of program	Number of responses	Average perceived improvement in understanding of problem-identification and problem-solving tools since the L&L training
Both groups	B3	3	3.0
	B4	3	1.7
	B2	2	1.5
	C	9	1.4

Use of problem-identification and problem-solving tools

Respondent category	Perception of use of problem-identification and problem-solving tools before L&L training	Number of responses	Perception of use of problem-identification and problem-solving tools since L&L training
Managers	Not good	5	1.6
	OK	3	0.7
subtotal		**8**	
Supervisors	Not good	8	1.4
	OK	1	1.0
	Very good	1	3.0
subtotal		**10**	
Both groups	Not good	13	1.5
	OK	4	0.8
	Very good	1	3.0
TOTAL		**18**	



By program

Respondent category	Type of program	Number of responses	Average perceived improvement in use of problem-identification and problem-solving tools since the L&L training
Both groups	B3	3	3.7
	B4	3	1.7
	C	9	0.8
	B2	2	0.5

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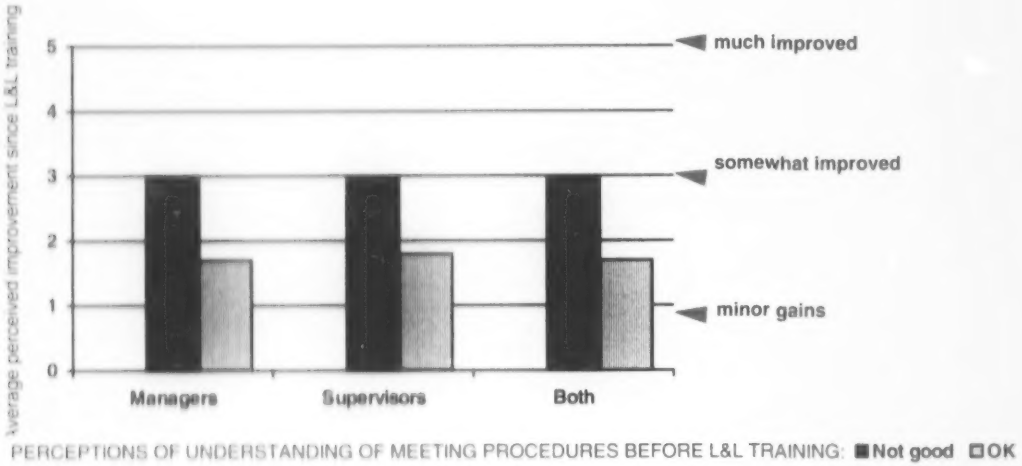
Understanding of meeting procedures

Respondent category	Perception of understanding of meeting procedures before L&L training	Number of responses	Perception of understanding of meeting procedures since L&L training
Managers	Not good	5	3.0
	OK	3	1.7
subtotal		**8**	
Supervisors	Not good	6	3.0
	OK	4	1.8
subtotal		**10**	
Both groups	Not good	11	3.0
	OK	7	1.7
	Very good	-	(nil responses)
TOTAL		**18**	

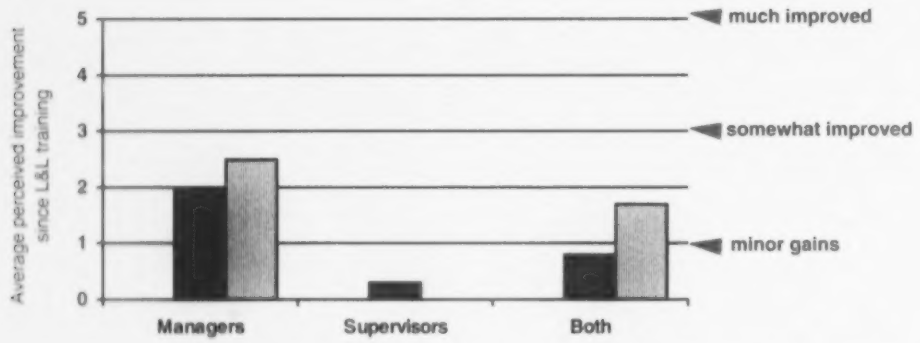


By program

Respondent category	Type of program	Number of responses	Average perceived improvement in understanding of meeting procedures since the L&L training
Both groups	B3	3	3.0
	C	9	2.9
	B2	2	2.0
	B4	3	2.0

Minute-taking skills

Respondent category	Perception of minute-taking skills before L&L training	Number of responses	Perception of minute-taking skills since L&L training
Managers	Not good	4	2.0
	OK	2	2.5
subtotal		**6**	
Supervisors	Not good	9	0.3
	OK	1	0
subtotal		**10**	
Both groups	Not good	13	0.8
	OK	3	1.7
	Very good	-	(nil responses)
TOTAL		**16**	



PERCEPTIONS OF TEAM MEMBERS' MINUTE-TAKING SKILLS BEFORE L&L TRAINING: ■Not good □OK

By program

Respondent category	Type of program	Number of responses	Average perceived improvement in minute-taking skills since the L&L training
Both groups	C	9	1.1
	B3	3	1.0
	B4	3	1.0

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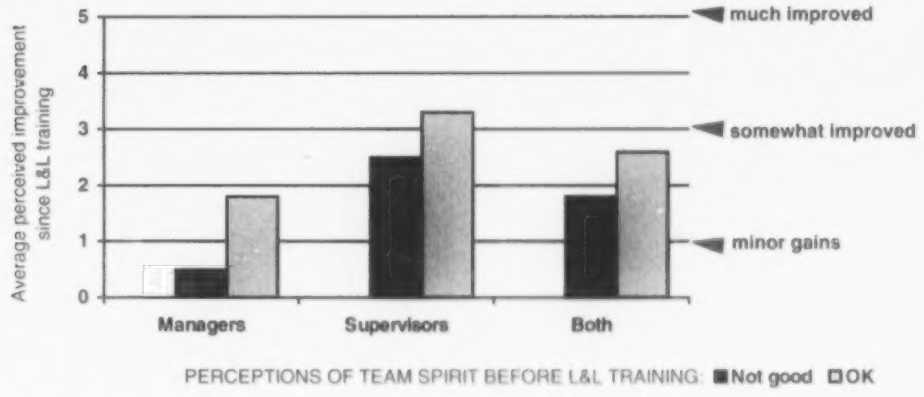
Team spirit

Respondent category	Perception of team spirit before L&L training	Number of responses	Perception of team spirit since L&L training
Managers	Not good	2	0.5
	OK	6	1.8
subtotal		**8**	
Supervisors	Not good	4	2.5
	OK	6	3.3
subtotal		**10**	
Both groups	Not good	6	1.8
	OK	12	2.6
	Very good	-	(nil responses)
TOTAL		**18**	

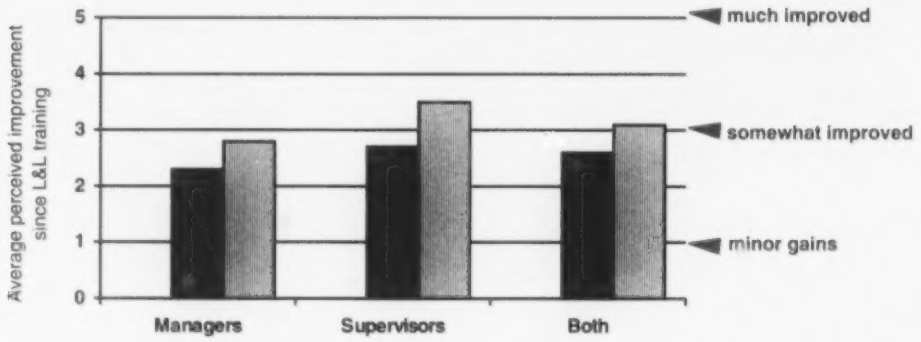


By program

Respondent category	Type of program	Number of responses	Average perceived improvement in team spirit since the L&L training
Both groups	B3	3	3.7
	B4	3	2.3
	C	9	2.1
	B2	2	2.0

General amount of participation

Respondent category	Perception of general amount of participation before L&L training	Number of responses	Perception of general amount of participation since L&L training
Managers	Not good	3	2.3
	OK	5	2.8
subtotal		**8**	
Supervisors	Not good	6	2.7
	OK	4	3.5
subtotal		**10**	
Both groups	Not good	9	2.6
	OK	9	3.1
	Very good	-	(nil responses)
TOTAL		**18**	



PERCEPTIONS OF GENERAL AMOUNT OF PARTICIPATION BEFORE L&L TRAINING: ■Not good □OK

By program

Respondent category	Type of program	Number of responses	Average perceived improvement in general amount of participation since the L&L training
Both groups	B3	3	3.7
	B4	3	3.0
	C	9	2.4
	B2	2	2.0

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Team members

At Question 2, respondents were asked to indicate, for individual workers, any changes in behaviour and attitude during team meetings. They were asked to rate each worker (mostly in hindsight) for both before and after the language and literacy inclusive training. They rated workers using the following scale:

1 = actively participates regularly
2 = shows interest and occasionally actively participates
3 = shows interest but never actively participates
4 = never shows any interest

In two workplaces, the ratings were actually carried out before team meetings resumed after the language and literacy inclusive training had occurred. Figures for these workplaces are discussed in more detail in their individual case studies.

The following table indicates the number of language and literacy training participants who were perceived to have improved in their participation in meetings. All those participants who improved (moved up) by at least one category on the scale are included on the table. The "Average improvements" column indicates the average number of categories improvement that was achieved by the participants in that workplace.

Workplace	Number of improving participants	Average improvement
1	2	3.00
2	8	1.63
3	2	1.50
4	5	1.40
5	4	1.25
6	3	1.00
7	1	1.00
TOTAL	**25**	

Figures for the same participants are presented here, but are distributed this time by program type.

Program type	Number of improving participants	Average improvement
C	9	1.66
B3	9	1.55
B4	4	1.25
B2	2	1.00
A1	1	1.00
TOTAL	**25**	

Other influences

At Question 4, respondents were asked to indicate the degree to which any of the following had had an influence on the improvements they noted in earlier questions:

1. changes to team make-up
2. other training
3. IR changes
4. changes to documentation
5. changes to team procedures
6. notable changes in team members' working conditions
7. notable changes in team members' personal lives

Respondents were also invited to add any other influences not listed which they considered important. They were asked to rate each item on the scale: NONE, MINOR, or SIGNIFICANT.

Changes to team make-up

Respondent category	Extent to which changes to the team make-up have influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	4
Supervisors	No influence	4
Managers	Minor influence	2
Supervisors	Minor influence	4
Managers	Significant influence	1
Supervisors	Significant influence	1
TOTAL		**16**

Other training

Respondent category	Extent to which other training has influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	2
Supervisors	No influence	2
Managers	Minor influence	3
Supervisors	Minor influence	4
Managers	Significant influence	2
Supervisors	Significant influence	3
TOTAL		**16**

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IR Changes

Respondent category	Extent to which changes in Industrial Relations have influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	3
Supervisors	No influence	4
Managers	Minor influence	1
Supervisors	Minor influence	3
Managers	Significant influence	1
TOTAL		**12**

Changes to documentation

Respondent category	Extent to which changes to documentation have influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	4
Supervisors	No influence	5
Managers	Minor influence	1
Supervisors	Minor influence	3
Managers	Significant influence	2
Supervisors	Significant influence	1
TOTAL		**16**

Changes to team procedures

Respondent category	Extent to which changes to team procedures have influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	3
Supervisors	No influence	5
Managers	Minor influence	4
Supervisors	Minor influence	4
TOTAL		**16**

Notable changes in members' working conditions

Respondent category	Extent to which changes in members' working conditions have influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	4
Supervisors	No influence	4
Managers	Minor influence	3
Supervisors	Minor influence	4
Supervisors	Significant influence	1
TOTAL		**16**

Notable changes in members' personal lives

Respondent category	Extent to which changes in members' personal lives have influenced the improvements in worker participation in team meetings	Number of responses
Managers	No influence	3
Supervisors	No influence	4
Supervisors	Minor influence	2
Managers	Significant influence	1
Supervisors	Significant influence	3
TOTAL		**13**

Quality Assurance effects on management filtering down

Respondent category	Extent to which QA effects filtering down have influenced the improvements in worker participation in team meetings	Number of responses
Managers	Significant influence	1

Promotion and job flexibility

The *Promotion and Job Flexibility* measuring instrument[1] was completed by 33 respondents from eight of the 24 participating workplaces. The respondents represented three groups: managers, participants, and supervisors.

The measuring instrument

This instrument has two distinct sections. Section A was directed at management, training officers, and HR managers (Questions 1 and 2) and supervisors (Question 3). Section B was directed at language and literacy inclusive training participants.

In each section, the key questions were:

SECTION A (directed at senior management)

1a. What statistics are available which indicate the numbers of applications for job opportunities in the 12 months immediately preceding the training and in the 12 months immediately following it?

1b. What other factors may have had an influence on any differences noted above?

2. What is the value to the workplace of being able to promote internally, and how might this value be quantified?

SECTION A (directed at supervisors)

3. What differences have been noted in the flexibility of workers with regard to taking on different tasks since the training?

4. What other factors may be contributing to noted improvements?

SECTION B (directed at participants)

1. What effect has the language and literacy inclusive training had on participants' flexibility to take on other tasks in their work?

2. What were the reasons for participants applying for promotion after the language and literacy inclusive training who would not have applied before the training?

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[1] See Appendix E of this section of the report

It was the intention of the research team that each workplace complete one questionnaire, directing the relevant questions to the different audiences. In certain cases this was achieved, but in others, gaps were left in the answers which made the data a little patchy in places.

This was particularly the case for Section A Question 1, which, with the exception of one workplace, was universally left blank. In many cases, this was due to a long-term dearth of promotional opportunities for 'shopfloor' workers at the same level of the training participants. In others, figures were only available for employment of recruits from outside. In still others, obtaining reliable figures would have required the workplace to expend an inordinate amount of time sifting through largely non-computerised sources. In consequence, no statistics are presented here for Questions 1a and 1b.

Data and information are, however, provided for all other sections.

Presentation of the results

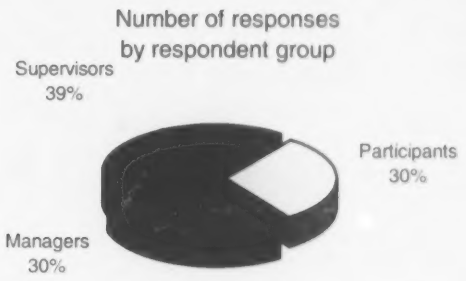
In light of the above, data gathered here from responses to the other questions in Sections A and B are presented in tabular and, wherever appropriate, graphic form.

Comments made in response to certain questions have been summarised in the relevant places in Section B of the report.

Number of responses

By respondent group

Respondent category	Number of responses
Managers	10
Participants	10
Supervisors	13
TOTAL	**33**

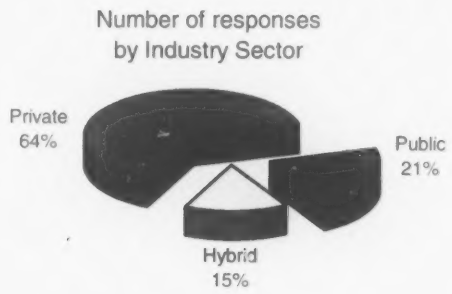


By state

State	Number of responses
NSW	19
SA	9
WA	5
TOTAL	**33**

By industry sector

Respondent category	Number of responses
Private	21
Public	7
Hybrid	5
TOTAL	**33**



By industry category

Industry category	Number of responses
Construction	12
Electricity, Gas & Water	2
Govt. Admin. & Defence	7
Manufacturing	12
TOTAL	**33**

Number of responses by Industry Category
Manufact'ing 36%
Construction 36%
Govt. Admin. & Defence 21%
Electricity, Gas & Water 6%

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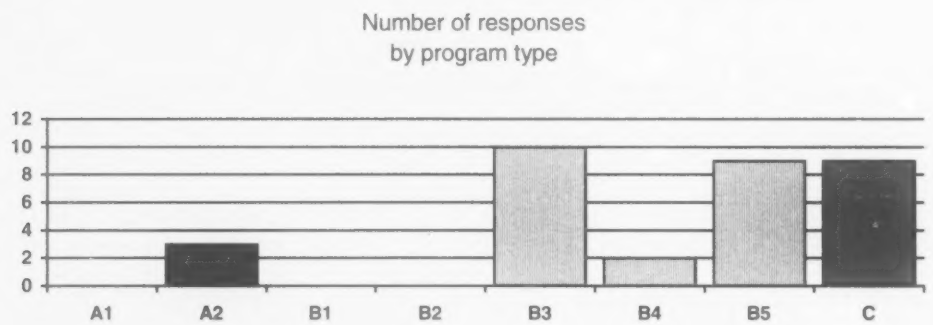
By individual workplace

Workplace	Number of responses
Alintagas, WA	2
Bridgestone Australia Ltd Automotive Components Division, SA	4
Canterbury City Council, NSW	7
Civil & Civic / Lend Lease Interiors, NSW	9
Forwood Products, SA	1
Johnson and Johnson Medical, NSW	3
Main Roads (Bunbury), WA	3
Monroe Australia, SA	4
TOTAL	**33**

By program type

Type of program	Number of responses
A1 Stand-alone ESL, literacy and / or numeracy course	0
A2 Stand-alone general workplace ESL, literacy and / or numeracy course	3
B1 Discrete program linked to industry competency standards	0
B2 Discrete program integrated with industry certificate	0
B3 Discrete program integrated with specific workplace agenda	10
B4 Discrete program integrated with other workplace training program	2
B5 Combination of B1 - B4 above	9
C Consistently integrated into all mainstream training	9
TOTAL	**33**



Results

The data and information presented in the rest of this section on Promotion and Job Flexibility concern the respondents' answers to Questions 2 and 3 in Section A and to both questions in Section B.

Section A, Questions 2 and 3

In Section A, Question 2, the respondents were asked to indicate the value to them and their workplace of being able to promote internally. The information received in response is largely in the form of comments. These will be used most significantly in each of the individual case studies.

Question 3 addressed the question of worker job flexibility from the supervisor's perspective in terms of how much more flexible workers now were to take on tasks which involve some form of language, literacy, or numeracy skill. Supervisors were asked to respond by indicating how many of the language and literacy inclusive training participants were capable of each of the following before and after the training:

1. being readily moved from one workplace task / role to another
2. readily taking on further responsibilities / duties in situations of need
3. taking on tasks which involve the use of reading and writing skills
4. taking on workplace tasks which involve the use of verbal skills (such as using a two-way radio or telephone, or giving instructions)
5. being successfully redeployed to another task for a limited period

Organisation and presentation of the data (Section A, Questions 2 and 3)

Question 2

A table indicating the number of times each item of value was expressed in answer to this question is presented.

Question 3

Each of the five items is presented in the order of the above list. For each one, the data is presented as follows:

The data is presented in tabular form, indicating before-training, since-since training and improvement figures;

The data is then presented graphically to indicate the ratio of the before-and-after figure more clearly.

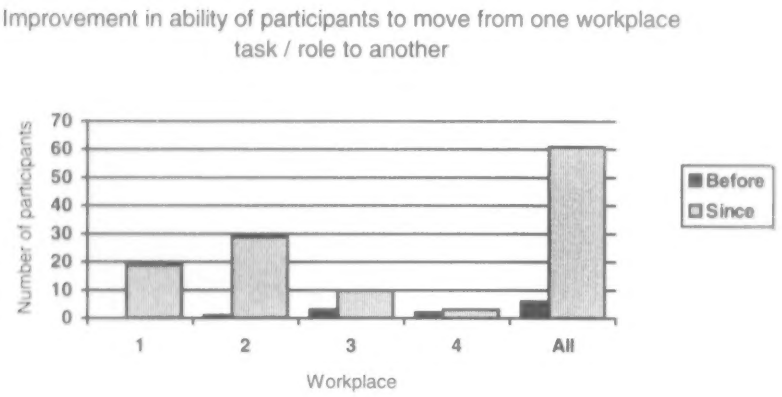
Value of internal promotion

Valuable aspect of internal promotion	No. of respondents who mentioned this
Use of existing knowledge and skills	11
Keeping up morale	5
Time and money spent on outside recruitment	3
Building loyalty to the company	2
Greater trust in supervisors / managers who have come up from 'the floor'	1

Job Flexibility*

Number of participants who can readily be moved from one workplace task / role to another

Workplace	Before	Since	Improvement
1	0	19	19
2	1	29	28
3	3	10	7
4	2	3	1
TOTAL	**6**	**61**	**55**



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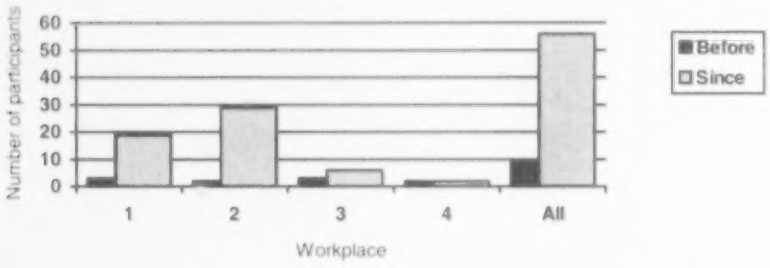
* The three South Australian workplaces did not respond to this question.

Number of participants who can readily take on further responsibilities / duties in situations of need

Workplace	Before	Since	Improvement
1	3	19	16
2	2	29	27
3	3	6	3
4	2	2	0
TOTAL	**10**	**56**	**46**

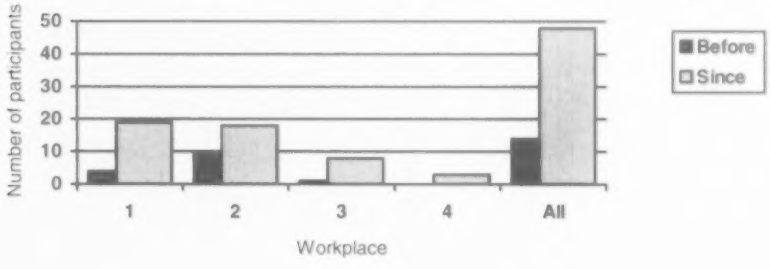
Improvement in ability of participants to take on further responsibilities / duties in situations of need



Number of participants who can take on tasks which involve the use of reading and writing skills

Workplace	Before	Since	Improvement
1	4	19	15
2	9	18	9
3	1	8	7
4	0	3	3
TOTAL	**14**	**48**	**34**

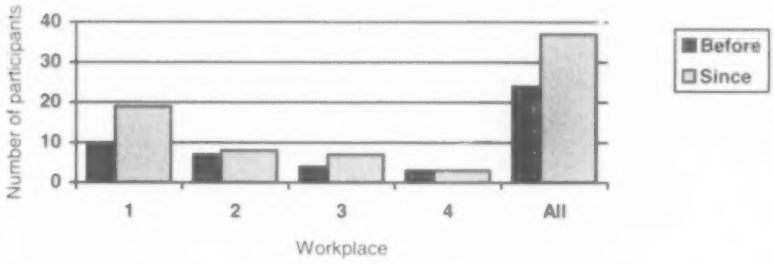
Improvement in ability of participants to take on tasks which involve the use of reading and writing skills



Number of participants who can take on workplace tasks which involve the use of verbal skills (such as using a 2-way, telephone, or giving instructions

Workplace	Before	Since	Improvement
1	10	19	9
2	7	8	1
3	4	7	3
4	3	3	0
TOTAL	**24**	**37**	**13**

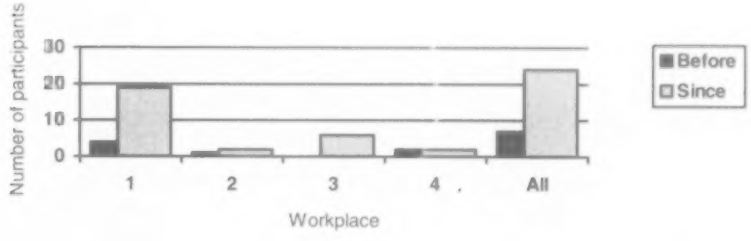
Improvement in ability of participants to take on workplace tasks involving the use of verbal skills



Number of cases where participants have successfully been redeployed to another task for a limited period (estimate of numbers for period of one month before and one month since the L&L training)

Workplace	Before	Since	Improvement
1	4	19	15
2	1	2	1
3	0	1	1
4	2	2	0
TOTAL	**7**	**24**	**17**

Improvement in ability of participants to be redeployed to another task for a limited period



In Section B of the measuring instrument, 34 participants in five workplaces were asked the same questions concerning job flexibility as had been posed to their supervisors / managers.

26 of the participants were also first asked about their readiness to apply for promotion before and after training.

Finally, the 26 respondents were asked to indicate what their reasons would be for applying for promotion.

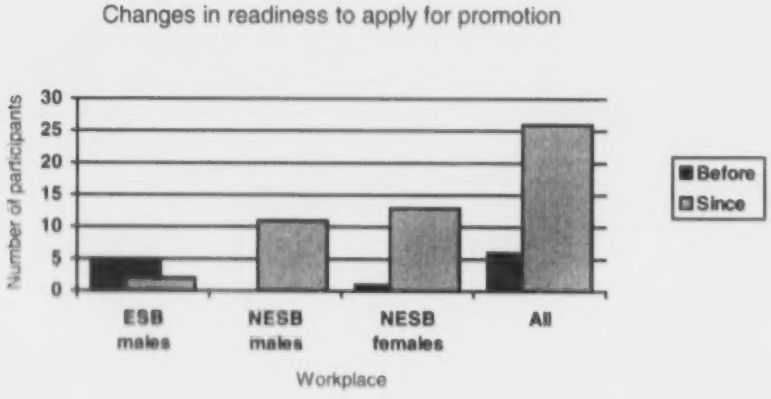
The statistics for each of these questions are presented firstly in tabular form, then graphically where relevant.

Participants applying for promotion

Participants were asked whether they had changed their attitudes towards applying for promotion since the language and literacy training. 26 participants across five workplaces responded to this question.

Would apply for promotion since the language and literacy training

Respondent Group	Would not apply before L&L training	Would not apply after L&L training
ESB (Females)	0	0
ESB (Males)	2	5
NESB (Females)	11	0
NESB (Males)	13	1
TOTAL	**26**	**6**



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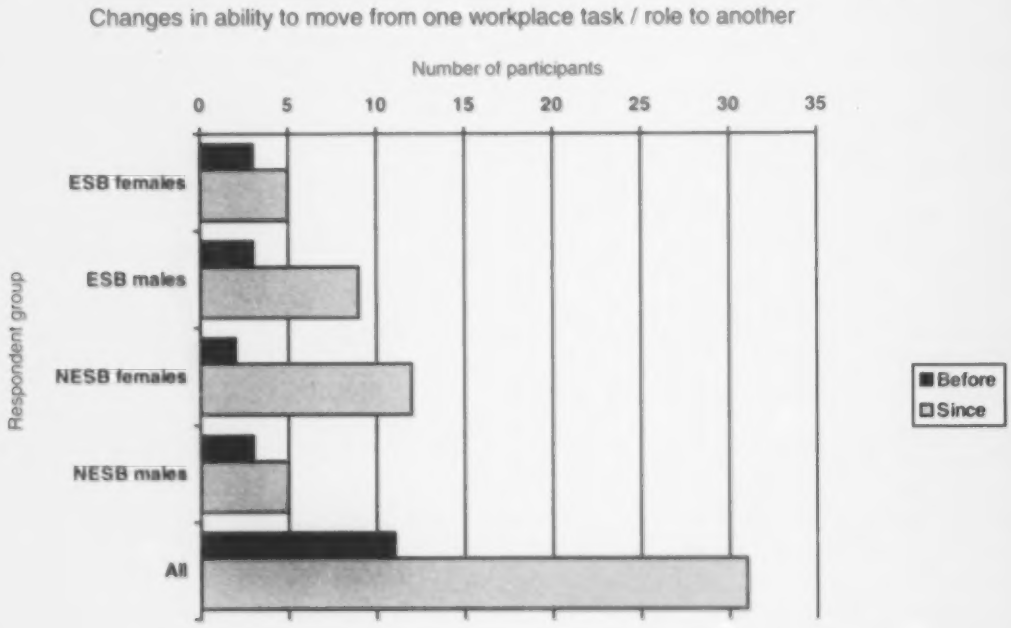
Participants' views of flexibility

34 respondents were asked to indicate improvements in the same areas of job flexibility as had been surveyed amongst supervisors.

Can be moved from one workplace task to another

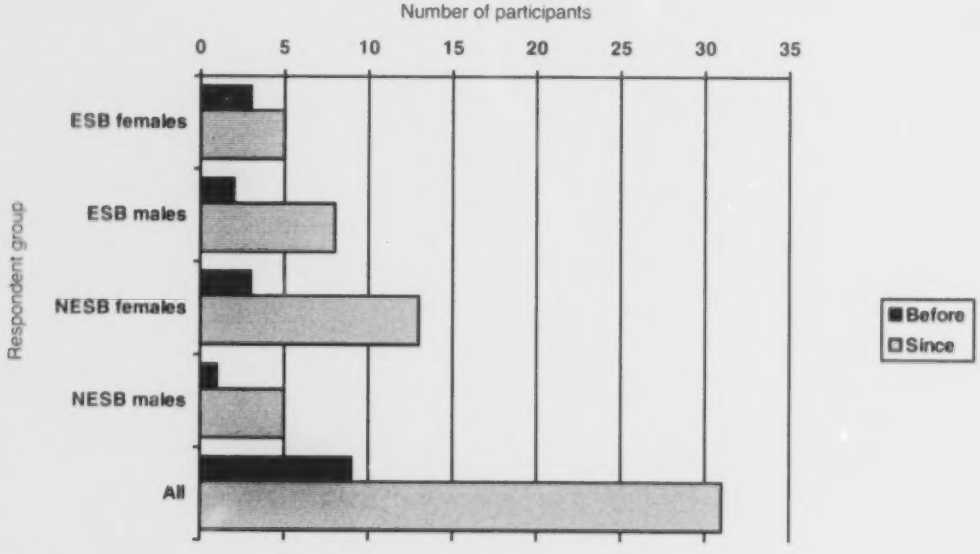
Respondent Group	Could be moved from one task / role to another before L&L training	Can now be moved from one task / role to another
ESB (Females)	3	5
ESB (Males)	3	9
NESB (Females)	2	12
NESB (Males)	3	5
TOTAL	**11**	**31**



Can take on further responsibilities / duties in situations of need

Respondent Group	Could take on further responsibilities in situation of need before L&L training	Can now take on further responsibilities in situation of need
ESB (Females)	3	5
ESB (Males)	2	8
NESB (Females)	3	13
NESB (Males)	1	5
TOTAL	**9**	**31**

Changes in ability to take on further responsibilities / duties in situations of need



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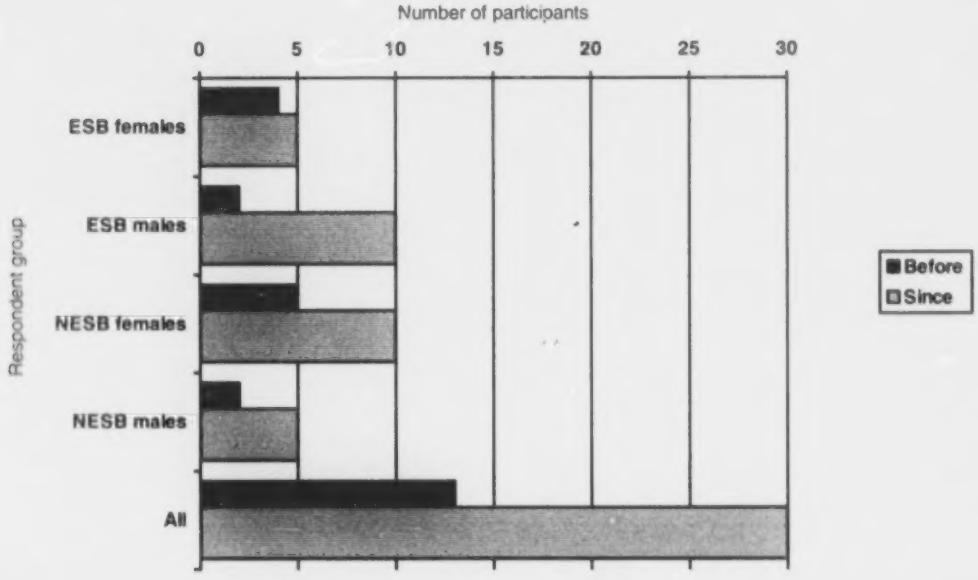
Can take on tasks which involve the use of reading and writing skills

Respondent Group	Could take on tasks involving the use of reading and writing skills before L&L training	Can now take on tasks involving the use of reading and writing skills
ESB (Females)	4	5
ESB (Males)	2	10
NESB (Females)	5	10
NESB (Males)	2	5
TOTAL	**13**	**30**

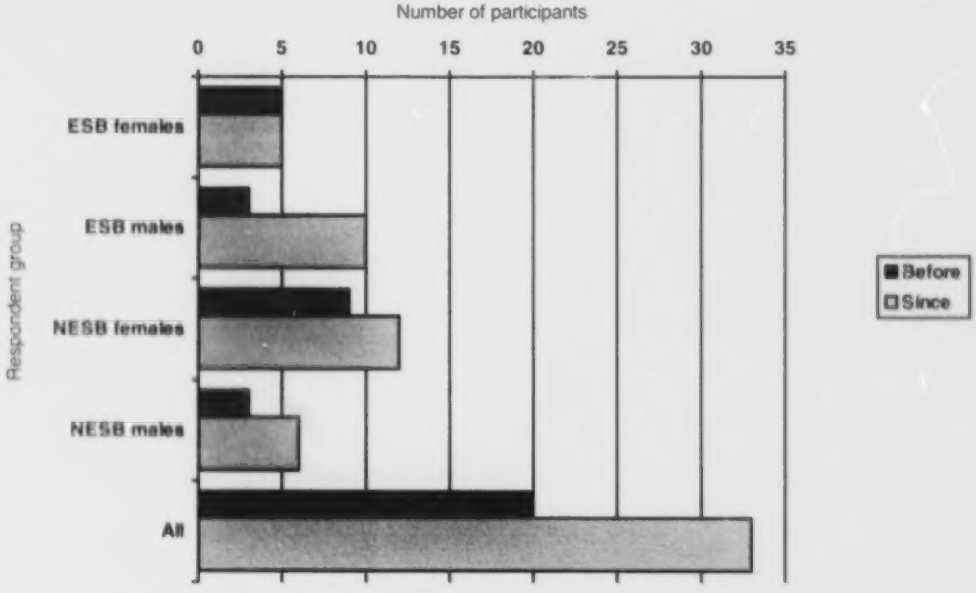
Changes in ability to take on tasks which involve the use of reading and writing skills



Can take on workplace tasks which involve the use of verbal skills (such as using a two-way radio or telephone, or giving instructions)

Respondent Group	Could not take on workplace tasks involving the use of verbal skills before L&L training	Can now take on workplace tasks involving the use of verbal skills
ESB (Females)	5	5
ESB (Males)	3	10
NESB (Females)	9	12
NESB (Males)	3	6
TOTAL	**20**	**33**

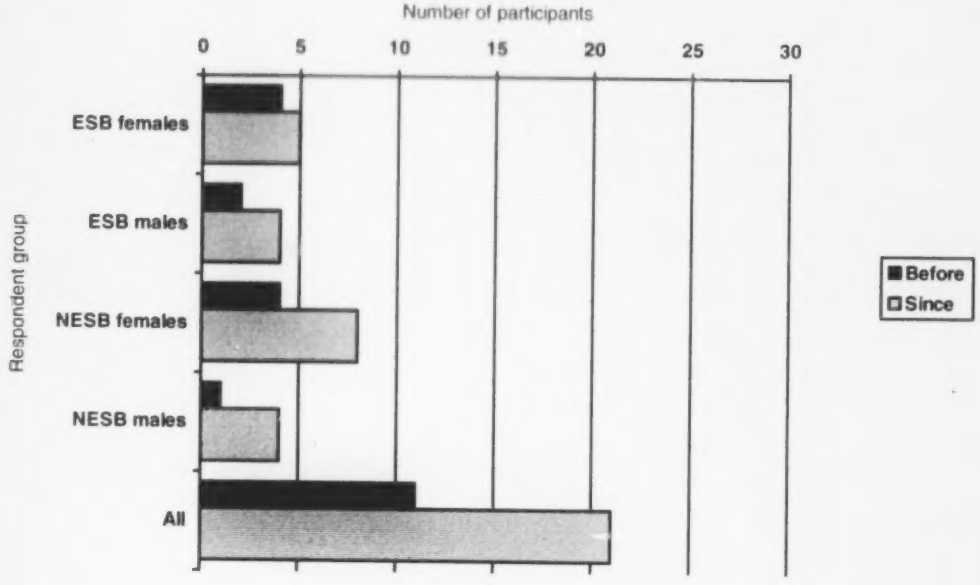
Changes in ability to take on tasks which involve the use of verbal skills



Can be successfully be redeployed to another task for a limited period

Respondent Group	Could not be successfully redeployed to another task for a limited period before L&L training	Can now be successfully redeployed to another task for a limited period
ESB (Females)	4	5
ESB (Males)	2	4
NESB (Females)	4	8
NESB (Males)	1	4
TOTAL	**11**	**21**

Changes in ability to be redeployed to another task for a limited period



Reasons for applying for promotion

26 respondents indicated their reasons for applying for promotion. These are collated on the following table. No ESB females answered this question.

	ESB Male	NESB Male	NESB Female	TOTAL
Improved language and literacy skills	2	11	13	26
Improved confidence	1	11	13	25
Improved verbal skills	-	8	12	20
Financial need	-	9	11	20
Application encouraged by workplace	1	9	5	15
Suitable opportunities available	1	-	5	6
Improved completion of application form	-	-	4	4
Current position is under threat	1	-	-	1
Greater understanding of workplace language and procedure	-	-	1	1

'Value of the training' survey

All 24 workplaces in the study (six each from NSW, SA, VIC and WA) were asked to complete questionnaires with regard to their perceptions of the value of the language and literacy inclusive training which had taken place in their workplace. A further six workplaces (five in Queensland and one more in Western Australia) also agreed to participate in this part of the project.

Four respondent groups were targetted by the questionnaire:

- Managers
- Participants
- Supervisors
- Union Representatives

Generally, each group was asked the same questions, with certain specific questions being directed at particular groups.

Remarkably, exactly 400 responses were received. The results of the questions aimed at all four groups are presented in this section. In general, they concerned perceived improvements (or otherwise) in such personal and interpersonal factors as worker morale, confidence to communicate (both verbally and in writing), worker loyalty to the organisation, and attitude to training generally.

It is evident from the enormous amount of information gathered that the statistics could be presented in an almost never-ending myriad of ways. In the interests of being concise and relevant to the project's purpose, the statistics included here have been selected as those which most readily indicate a correlation between language and literacy inclusive training and its impact on important aspects of the workplace and its workforce.

On this point, it should perhaps be noted here that, for all four respondent groups, the most significant improvement on each issue occurred almost invariably when it had been rated as *Not Good* prior to training. For this reason, a pie chart presents this specific data for most of the issues.

Statistics referring to program types

In response to various interviewees and others interested in the outcomes of this research project, a special effort has been made to present figures by training program type. (Please refer to "Definitions" at the beginning of Section B of the report where the different program categories are explained).

The figures presented show the program types which each respondent group has rated on average most highly in terms of its impact on the particular issue. All program types which, on this basis, achieved an average rating of '2' or greater have been included. Where a high rating occurred but the number of respondents was very low (two or less) the rating has only been given if the other respondent groups have indicated similarly high ratings for that program type.

In the tables presenting these statistics, the highest scoring program type for each respondent group has been shaded. Ratings should be interpreted against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements

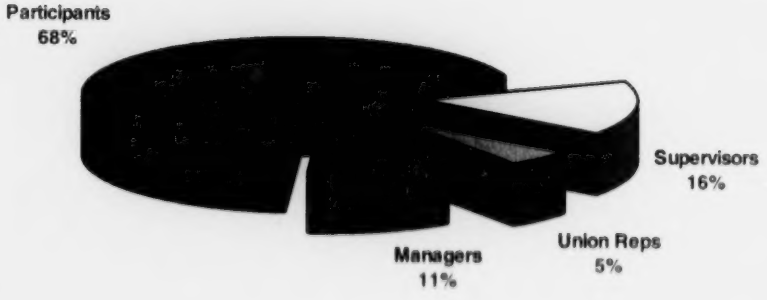
Number of responses

This section is intended purely to present the reader with a clear picture of the source(s) of the data.

By Respondent Group

Respondent	Responses
Managers	43
Participants	274
Supervisors	62
Union Reps	21
TOTAL	**400**

Distribution of 400 Responses by respondent group



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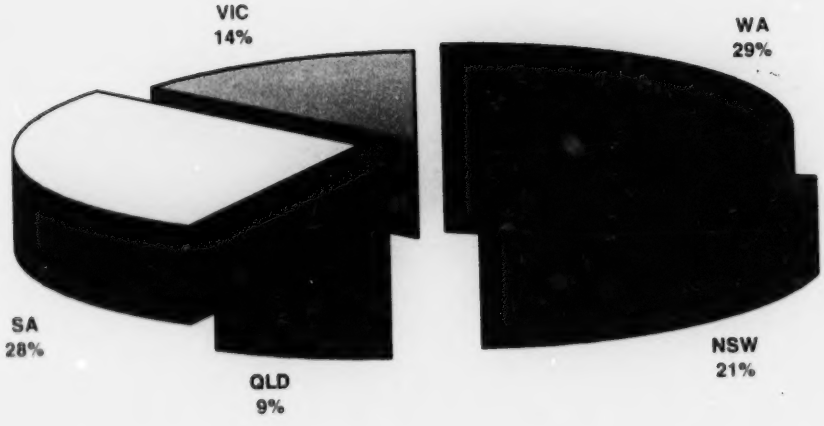
By State

State	Responses
NSW	83
QLD	34
SA	112
VIC	54
WA	117
TOTAL	**400**

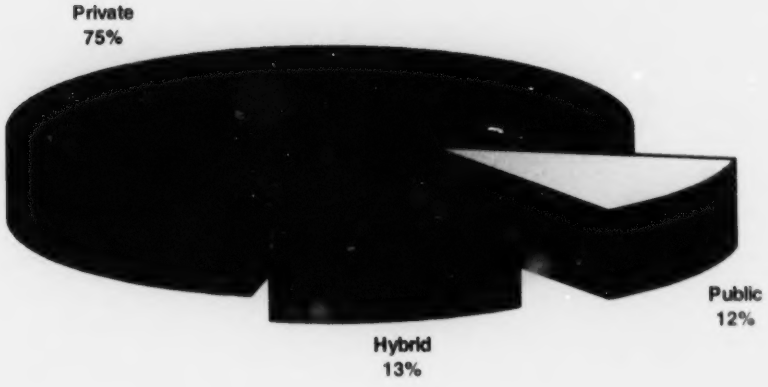
Distribution of 400 responses by State



By Industry Sector

Industry Sector	Responses
Hybrid	53
Private	298
Public	49
TOTAL	**400**

Distribution of 400 responses by industry sector



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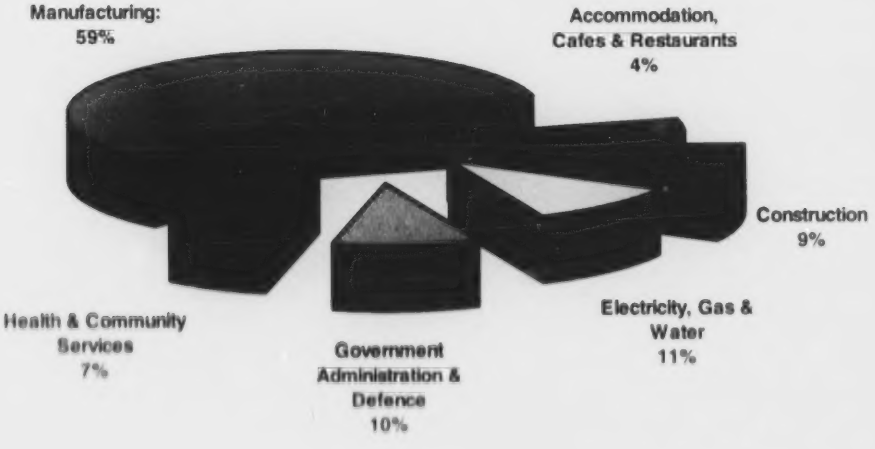
By Industry Category

Industry Category		Responses
Accommodation, Cafes & Restaurants		14
Construction		34
Electricity, Gas & Water		43
Government Administration & Defence		40
Health & Community Services		29
Manufacturing:		
	Automotive	42
	Building Supplies	27
	Food	44
	Metals	28
	Pharmaceuticals	13
	Printing	19
	TCF	24
	Timber	43
	Subtotal	240
TOTAL		**400**

Distribution of 400 responses by Industry Category

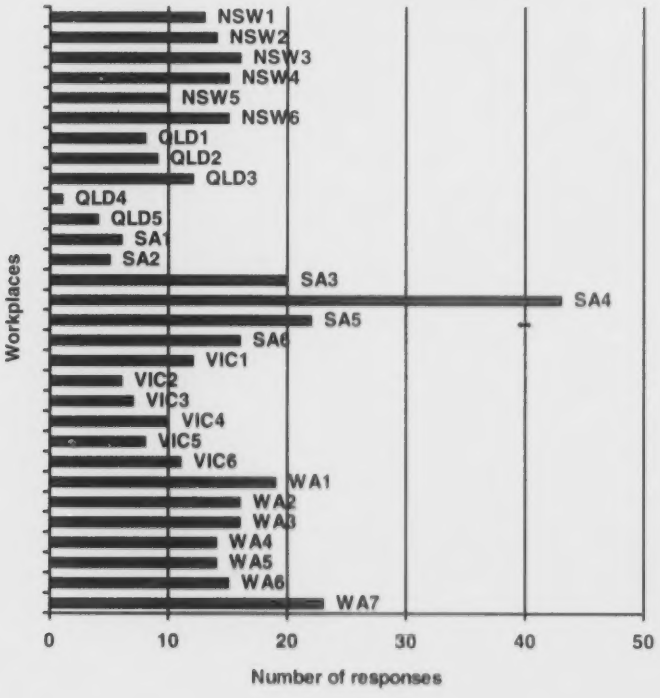

Manufacturing: 59%
Accommodation, Cafes & Restaurants 4%
Construction 9%
Electricity, Gas & Water 11%
Government Administration & Defence 10%
Health & Community Services 7%

By Individual Workplace

Workplace	Responses
NSW1 Johnson & Johnson Medical	13
NSW2 Columbia Nursing Homes	14
NSW3 Riverina Woolcombing	16
NSW4 Civil and Civic / Lend Lease Interiors	15
NSW5 Goodman Fielder Milling	10
NSW6 Canterbury City Council	15
QLD1 Gatton Health Services	8
QLD2 Logan City Council	9
QLD3 James Hardie Building Boards	12
QLD4 Brisbane Sth Regional Health Auth.	1
QLD5 Austa Electric	4
SA1 Haigh's Pty Ltd	6
SA2 Civil Construction	5
SA3 Bridgestone Australia Ltd[2]	20
SA4 Forwood Products	43
SA5 Monroe Australia	22
SA6 Enfield City Council	16

Workplace	Responses
VIC1 Don Smallgoods	12
VIC2 St John of Kronstadt[1]	6
VIC3 Air International	7
VIC4 Hose and Pipe	10
VIC5 Victorian Hide & Skin	8
VIC6 Ajax Spurway	11
WA1 Visy Board (WA) Pty Ltd	19
WA2 D'Orsogna Ltd	16
WA3 Alintagas	16
WA4 Main Roads (Bunbury)	14
WA5 Sheraton Perth Hotel	14
WA6 Stegbar	15
WA7 Kwinana Power	23
TOTAL	**400**

Distribution of 400 responses by workplace



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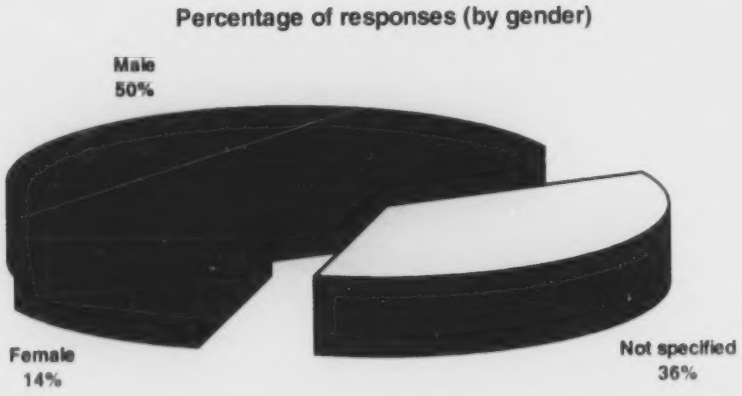
[1] The full name of this workplace is St John of Kronstadt Russian Welfare Society
[2] The full name of this workplace is Bridgestone Australia Ltd Automotive Components Division

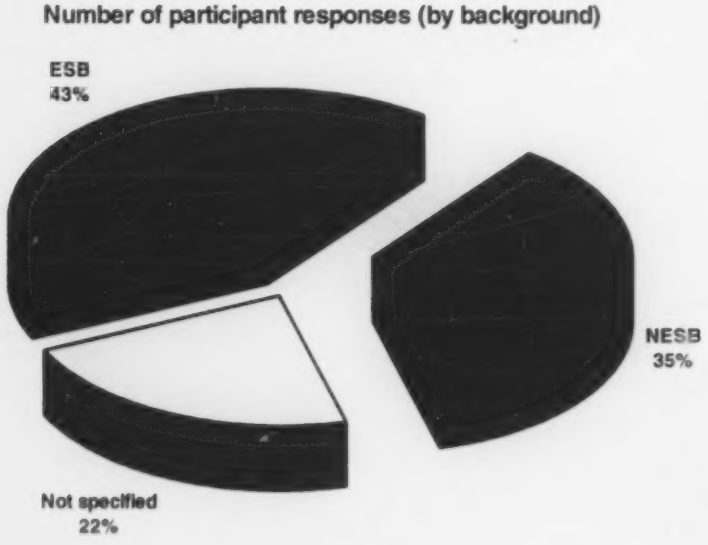
By Gender

Gender	Number of responses
Female	56
Male	200
Not specified	144
TOTAL	**400**



By Background (Participants only)

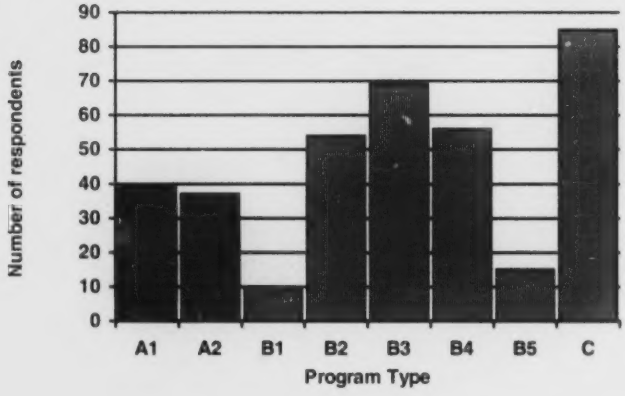
Background	Number of responses
ESB	116
NESB	97
Not specified	61
TOTAL	**274**



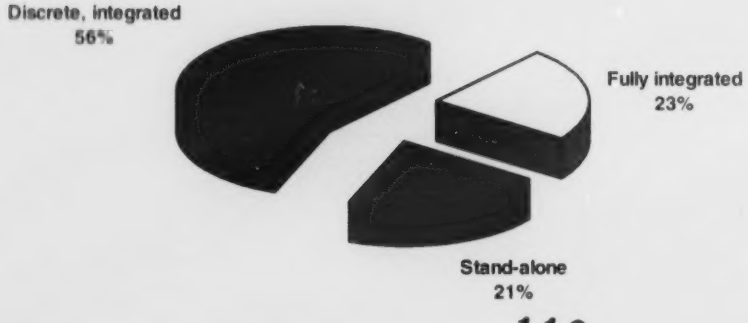
By Program Type (All respondent groups)

Program Type	Number of responses
A1 Stand-alone ESL, literacy and / or numeracy course	40
A2 Stand-alone general workplace ESL, literacy and / or numeracy course	37
B1 Discrete program linked to industry competency standards	10
B2 Discrete program integrated with industry certificate	54
B3 Discrete program integrated with specific workplace agenda	69
B4 Discrete program integrated with other workplace training program	56
B5 Combination of B1 - B4 above	15
C Consistently integrated into all mainstream training	85
TOTAL	366[3]

Number of responses by program type



Percentage of responses (by three major program-type groupings)



[3] The Queensland workplaces are not included in these figures

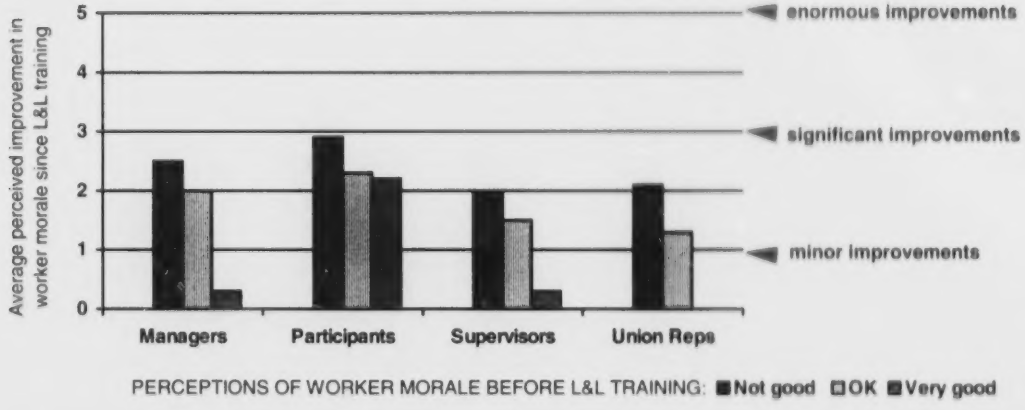
Worker morale

Perceived improvements in worker morale (by respondent group)

Respondent Group	Perception of worker morale before training	Number of responses	Average perceived improvement in worker morale since training *
Managers	Not good	13	2.5
	OK	26	2
	Very good	3	0.3
Subtotal		**42**	
Participants	Not good	42	2.9
	OK	181	2.3
	Very good	35	2.2
Subtotal		**258**	
Supervisors	Not good	17	2
	OK	39	1.5
	Very good	3	0.3
Subtotal		**59**	
Union Reps	Not good	10	2.1
	OK	11	1.3
	Very good	-	(nil responses)
Subtotal		**21**	
Total All groups	Not good	82	2.4
	OK	257	1.8
	Very good	41	1.0
TOTAL		**380**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements



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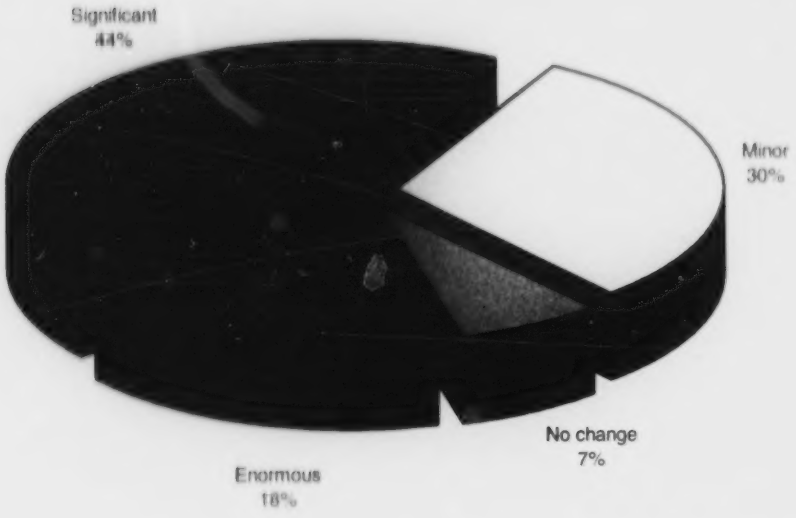
Perceived Improvements in worker morale which was rated as "Not Good" before language and literacy training (all respondent groups)



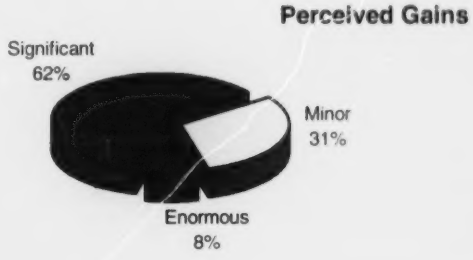
The four respondent groups are presented separately on the next page.

Improvements where worker morale was rated as Not Good before training

For all respondents who rated ***worker morale as Not Good before the training***, the following represent their opinions **after the training**:

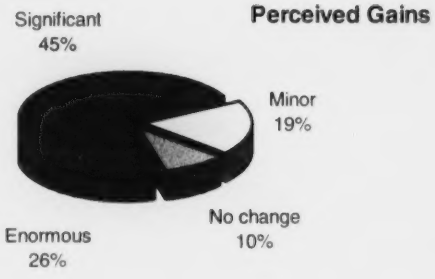
13 Managers

Perceived changes in worker morale	Number of responses
Enormous improvements	1
Significant improvements	8
Minor improvements	4
No change	0
Negatively affected	0



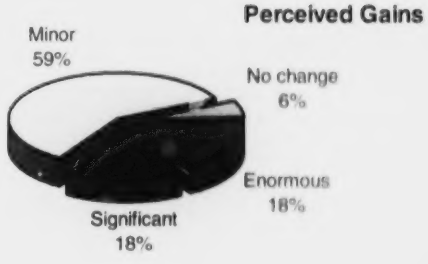
42 Participants

Perceived changes in worker morale	Number of responses
Enormous improvements	11
Significant improvements	19
Minor improvements	8
No change	4
Negatively affected	0



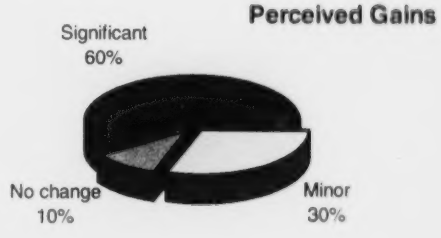
17 Supervisors

Perceived changes in worker morale	Number of responses
Enormous improvements	3
Significant improvements	3
Minor improvements	10
No change	1
Negatively affected	0



10 Union Reps

Perceived changes in worker morale	Number of responses
Enormous improvements	0
Significant improvements	6
Minor improvements	3
No change	1
Negatively affected	0



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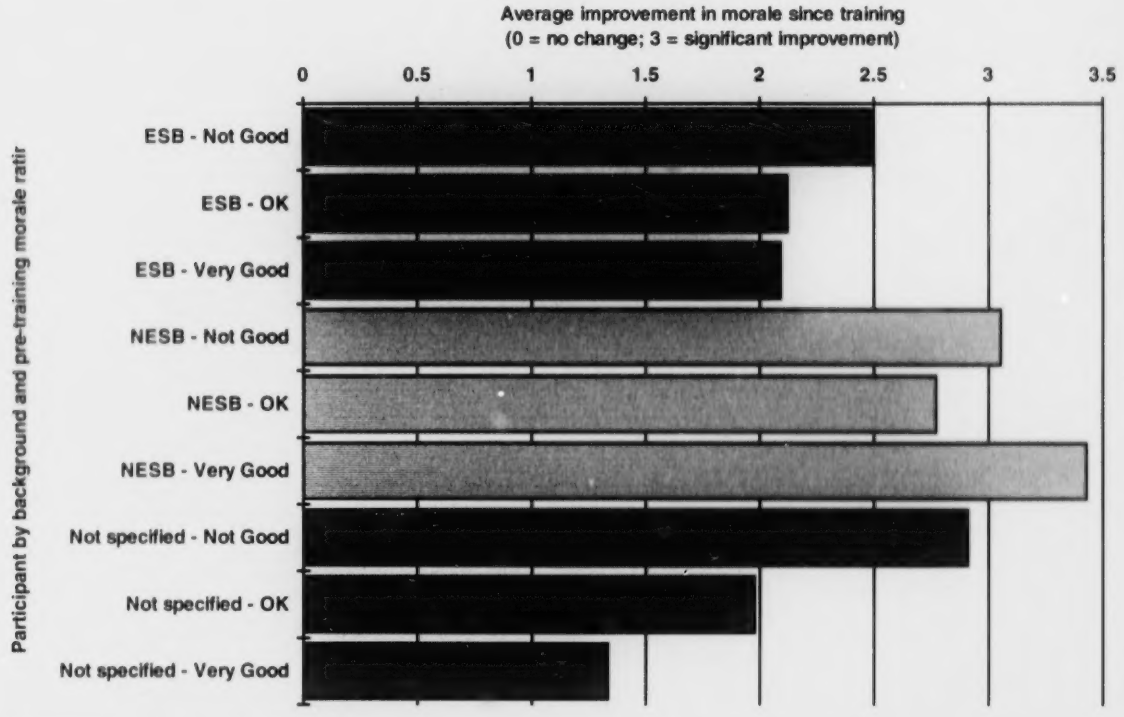
Perceived changes in worker morale (by Participant Background)

Background	Perception of worker morale before training	Number of responses	Average perceived improvement in morale since training
ESB	Not good	11	2.5
	OK	44	2.1
	Very good	6	2.1
subtotal		**61**	
NESB	Not good	12	3.1
	OK	76	2.8
	Very good	22	3.4
subtotal		**110**	
Not specified	Not good	19	2.9
	OK	61	2.0
	Very good	7	1.3
subtotal		**87**	
TOTAL		**258**	

Improvements noted in worker morale since training (by participant background)



Average improvements in worker morale (by respondent group and by program type)

Respondent group	Program type(s) identifed as having greatest impact	Number of respondents	Average rating of improvement in worker morale
Managers	B3	8	2.8
	A2	4	2.5
	C	7	2.1
	B5	2	2.0
Participants	B3	47	3.1
	B1	7	3.0
	B2	33	3.0
	A1	27	2.5
	B5	11	2.2
	B4	37	2.0
Supervisors	B3	12	2.6
Union Reps	C	5	2.6

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0%	0	0%	1	2%	1	5%
No change	2	5%	44	16%	12	19%	1	5%
Minor improvements	19	44%	73	27%	28	45%	10	48%
Significant improvements	21	49%	101	37%	17	27%	9	43%
Enormous improvements	1	2%	54	20%	4	6%	0	0%
Significant improvements or better		**51%**		**57%**		**34%**		**43%**
Total registered improvements		**95%**		**84%**		**79%**		**90%**
Total	43		272		62		21	

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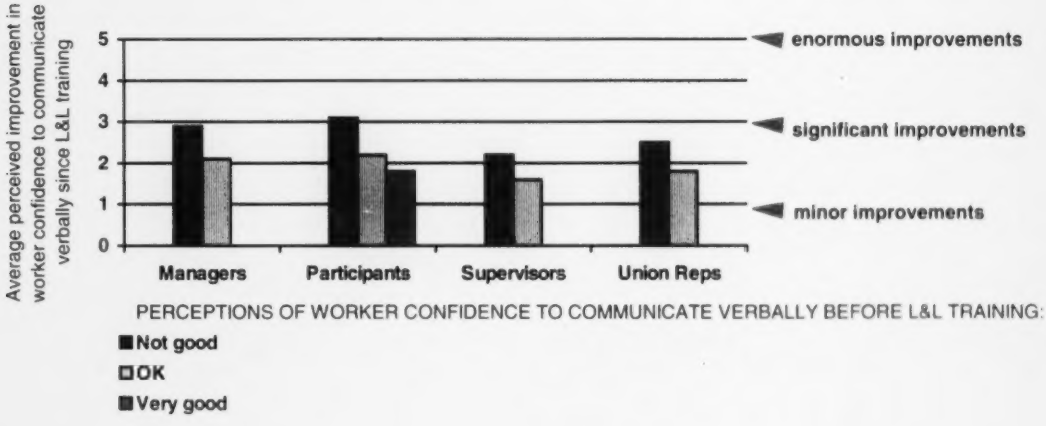
Confidence to communicate verbally

Perceived changes in worker confidence to communicate verbally (by respondent group)

Respondent Group	Perception of worker verbal communication before training	Number of responses	Average perceived improvement in worker confidence to communicate verbally since training*
Managers	Not good	31	2.9
	OK	11	2.1
	Very good	-	(nil responses)
subtotal		**42**	
Participants	Not good	55	3.1
	OK	152	2.2
	Very good	50	1.8
subtotal		**257**	
Supervisors	Not good	33	2.2
	OK	25	1.6
	Very good	1	(nil responses)
subtotal		**59**	
Union Reps	Not good	13	2.5
	OK	8	1.8
	Very good	-	(nil responses)
subtotal		**21**	
All Groups	Not good	132	2.7
	OK	196	1.9
	Very good	51	1.8
TOTAL		**379**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvement

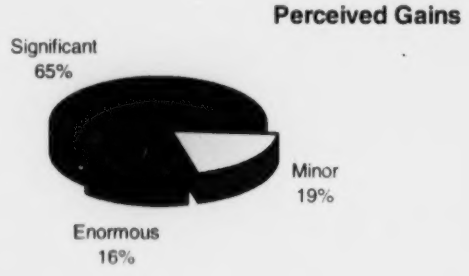


Improvements where worker confidence to communicate verbally was rated as Not Good before training

For all respondents who rated ***worker confidence to communicate verbally as Not Good before the training***, the following represent their opinions **after the training**:

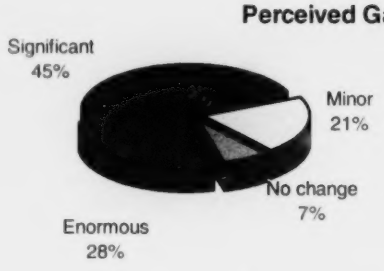
31 Managers

Perceived changes in worker confidence to communicate verbally	Number of responses
Enormous improvements	5
Significant improvements	20
Minor improvements	6
No change	0
Negatively affected	0



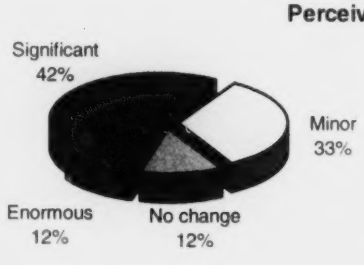
55 Participants

Perceived changes in worker confidence to communicate verbally	Number of responses
Enormous improvements	16
Significant improvements	26
Minor improvements	12
No change	1
Negatively affected	0



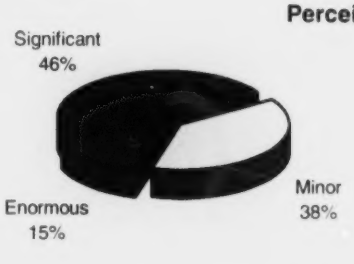
33 Supervisors

Perceived changes in worker confidence to communicate verbally	Number of responses
Enormous improvements	4
Significant improvements	14
Minor improvements	11
No change	4
Negatively affected	0



13 Union Reps

Perceived changes in worker confidence to communicate verbally	Number of responses
Enormous improvements	2
Significant improvements	6
Minor improvements	5
No change	0
Negatively affected	0



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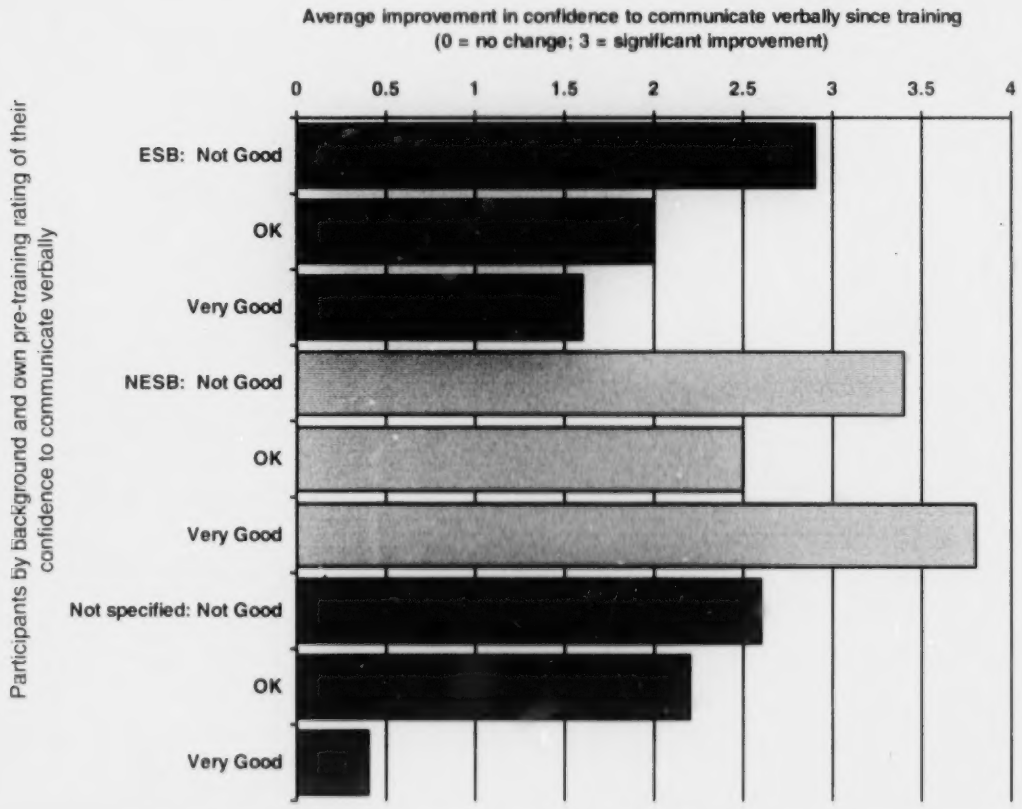
Perceived changes in worker confidence to communicate verbally (by Participant Background)

Background	Workers' own rating of confidence to communicate verbally before training	Number of responses	Average perceived improvement in confidence to communicate verbally since training
ESB	Not good	13	2.9
	OK	64	2.0
	Very good	33	1.6
Sub total		**110**	
NESB	Not good	27	3.4
	OK	52	2.5
	Very good	8	3.8
Sub total		**87**	
Not specified	Not good	15	2.6
	OK	36	2.2
	Very good	9	0.4
Subtotal		**60**	
TOTAL		**257**	

Improvements noted by participants in worker confidence to communicate verbally since training



Average improvements in verbal communication (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in worker confidence to communicate verbally
Managers	B3	8	3.3
	A2	4	3.0
	C	7	3.0
	A1	4	3.0
	B2	8	2.5
	B5	2	2.0
Participants	B2	33	3.2
	B3	47	3.1
	A1	27	2.5
	C	61	2.4
	B1	7	2.0
Supervisors	B3	12	3.0
	B2	9	2.1
Union Reps	C	5	3.4
	B3	2	3.0
	A1	2	2.0
	B2	4	2.0
All groups	B3	69	3.1
	B2	54	2.8
	C	85	2.4
	A1	40	2.4
	B5	15	2

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0%	0	0%	0	0%	0	0%
No change	0	0%	53	19%	12	19%	0	0%
Minor improvements	12	28%	69	25%	23	**37%**	11	**52%**
Significant improvements	26	**60%**	91	**33%**	21	34%	7	33%
Enormous improvements	5	12%	60	22%	6	10%	3	14%
Significant improvements or better		**72%**		**56%**		**44%**		**48%**
Total registered improvements		**100%**		**81%**		**81%**		**100%**
Total	43		273		62		21	

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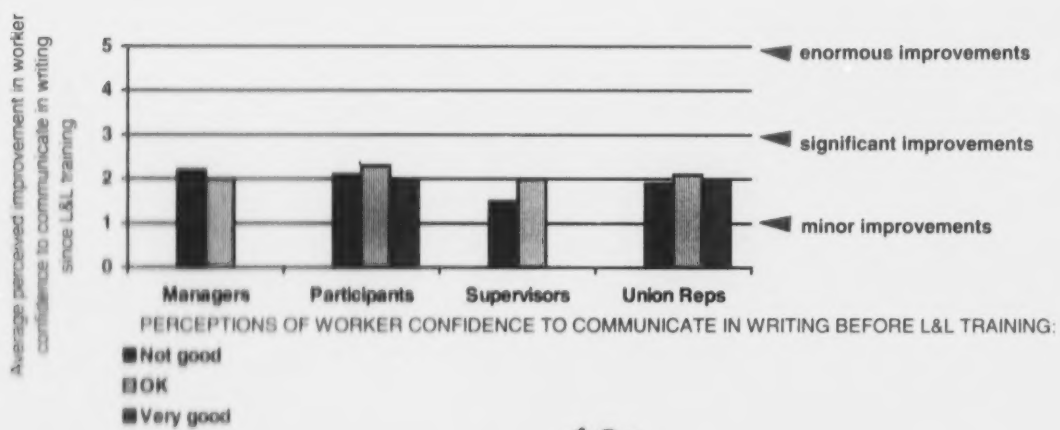
Confidence to communicate in writing

Perceived changes in worker confidence to communicate in writing (by respondent group)

Respondent Group	Perception of worker confidence to communicate in writing before training	Number of responses	Average perceived improvement in worker confidence to communicate in writing since training*
Managers	Not good	38	2.2
	OK	4	2.0
	Very good	-	(nil responses)
subtotal		**42**	
Participants	Not good	122	2.1
	OK	98	2.3
	Very good	32	2.0
subtotal		**252**	
Supervisors	Not good	44	1.5
	OK	11	2
	Very good	-	(nil responses)
subtotal		**55**	
Union Reps	Not good	18	2.0
	OK	2	2.0
	Very good	-	(nil responses)
subtotal		**20**	
All Groups	Not good	222	1.9
	OK	115	2.1
	Very good	32	2.0
TOTAL		**369**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvement

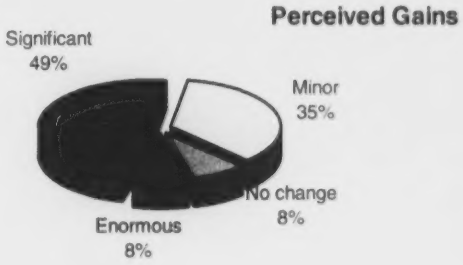


Improvements where worker confidence to communicate in writing was rated as Not Good before training

For all respondents who rated ***worker confidence to communicate in writing as Not Good before the training***, the following represent their opinions **after the training**:

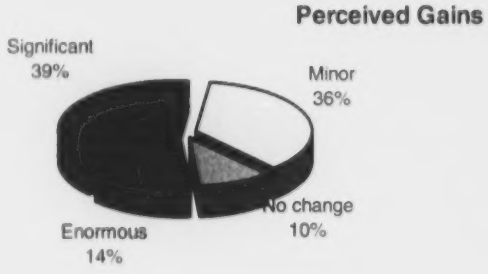
37 Managers

Perceived changes in worker confidence to communicate in writing	Number of responses
Enormous improvements	3
Significant improvements	18
Minor improvements	13
No change	3
Negatively affected	0



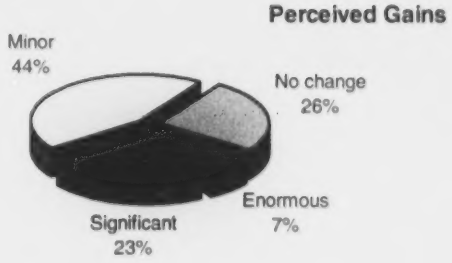
118 Participants

Perceived changes in worker confidence to communicate in writing	Number of responses
Enormous improvements	17
Significant improvements	46
Minor improvements	43
No change	12
Negatively affected	0



43 Supervisors

Perceived changes in worker confidence to communicate in writing	Number of responses
Enormous improvements	3
Significant improvements	10
Minor improvements	19
No change	11
Negatively affected	0



18 Union Reps

Perceived changes in worker confidence to communicate in writing	Number of responses
Enormous improvements	0
Significant improvements	10
Minor improvements	7
No change	1
Negatively affected	0

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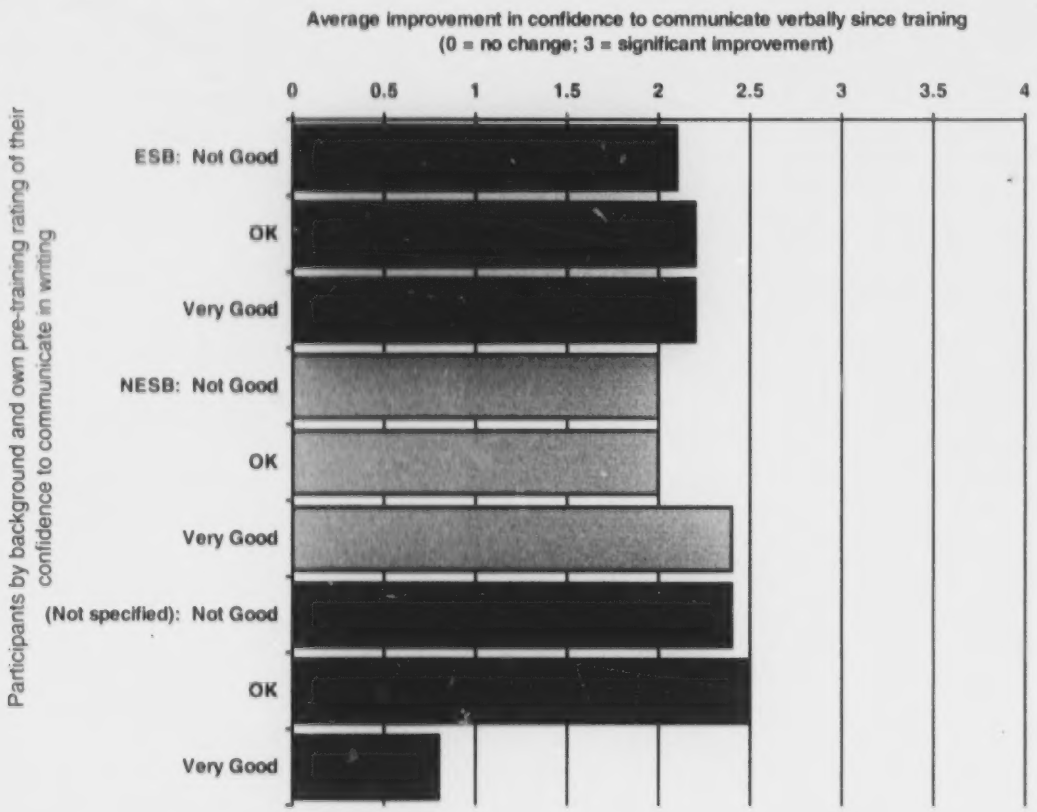
Perceived changes in worker confidence to communicate in writing (by Participant Background)

Background	Workers' own rating of confidence to communicate in writing before training	Number of responses	Average perceived improvement in confidence to communicate in writing since training
ESB	Not good	44	2.1
	OK	42	2.2
	Very good	21	2.2
Sub total		**107**	
NESB	Not good	49	2.0
	OK	31	2.4
	Very good	5	2.4
Sub total		**85**	
Not specified	Not good	29	2.4
	OK	25	2.5
	Very good	6	0.8
Subtotal		**60**	
TOTAL		**252**	

Improvements noted by participants in worker confidence to communicate in writing since training



Average improvements in written communication (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in worker confidence to communicate in writing
Managers	B3	8	2.8
	C	7	2.6
	B2	8	2.3
	B5	2	2.0
	A2	4	2.0
Participants	B1	7	3.3
	B2	33	2.8
	B3	47	2.6
	C	61	2.1
	B5	11	2.0
Supervisors	B3	12	2.6
Union Reps	B3	2	3.0
	B2	4	2.5
	C	5	2.3
	A1	2	2.0
All groups	B1	10	2.8
	B3	69	2.6
	B2	54	2.4
	B5	15	2.1
	C	85	2.0

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0.0	4	1%	0	0%	0	0%
No change	5	12%	39	14%	15	26%	1	5%
Minor improvements	14	33%	89	33%	23	**40%**	8	40%
Significant improvements	19	**45%**	91	**34%**	15	26%	11	**55%**
Enormous improvements	4	10%	47	17%	4	7%	0	0%
Significant improvements or better		**55%**		**51%**		**33%**		**55%**
Total registered improvements		**88%**		**85%**		**74%**		**95%**
Total	42		270		57		20	

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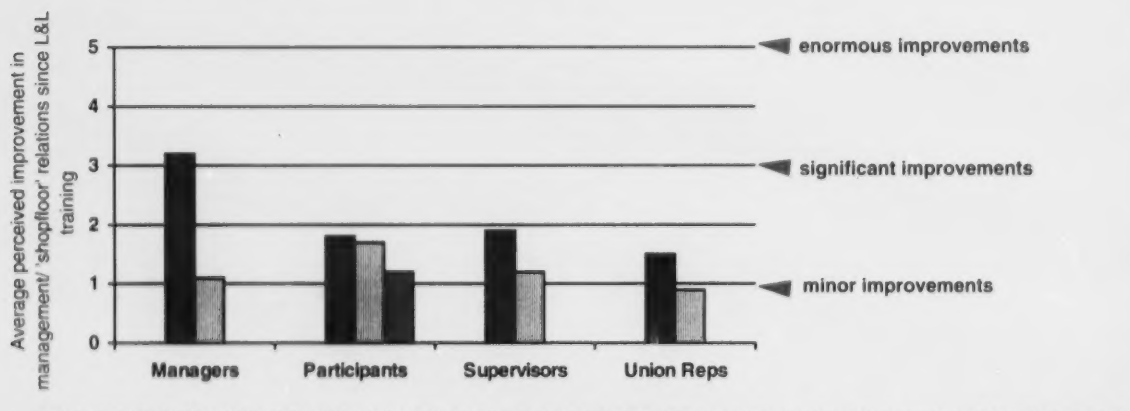
Management / 'shopfloor' relations

Perceived changes in management / 'shopfloor' relations (by respondent group)

Respondent Group	Perception of management / 'shopfloor' relations before training	Number of responses	Average perceived improvement in management / 'shopfloor' relations since training*
Managers	Not good	12	3.2
	OK	29	1.1
	Very good	1	0
subtotal		**42**	
Participants	Not good	49	1.8
	OK	165	1.7
	Very good	42	1.2
subtotal		**256**	
Supervisors	Not good	17	1.9
	OK	38	1.2
	Very good	3	0
subtotal		**58**	
Union Reps	Not good	11	1.5
	OK	8	0.9
	Very good	1	(3)
subtotal		**20**	
All Groups	Not good	89	2.1
	OK	240	1.2
	Very good	47	0.3
TOTAL		**376**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvement

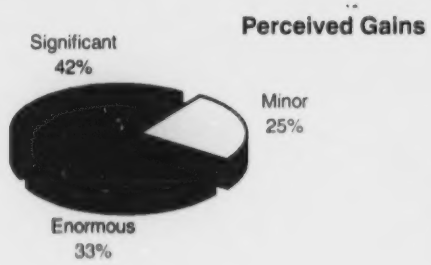


Improvements where management / 'shopfloor' relations was rated as Not Good before training

For all respondents who rated ***management / 'shopfloor' relations as Not Good before the training***, the following represent their opinions **after the training**:

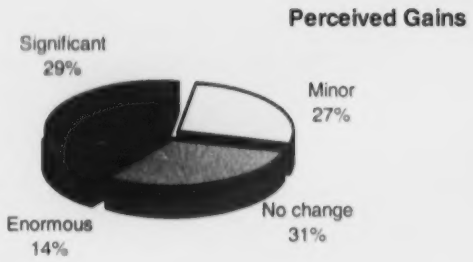
12 Managers

Perceived changes in management / 'shopfloor' relations	Number of responses
Enormous improvements	4
Significant improvements	5
Minor improvements	3
No change	0
Negatively affected	0



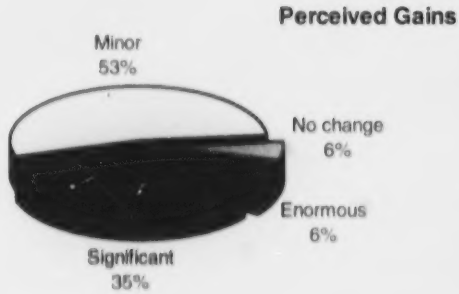
49 Participants

Perceived changes in management / 'shopfloor' relations	Number of responses
Enormous improvements	7
Significant improvements	14
Minor improvements	13
No change	15
Negatively affected	0



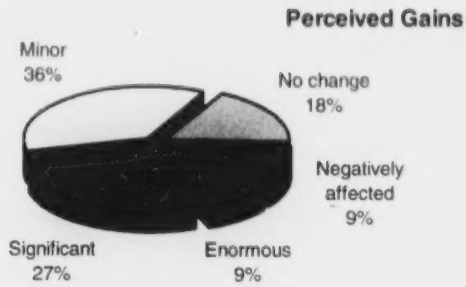
17 Supervisors

Perceived changes in management / 'shopfloor' relations	Number of responses
Enormous improvements	1
Significant improvements	6
Minor improvements	9
No change	1
Negatively affected	0



11 Union Reps

Perceived changes in management / 'shopfloor' relations	Number of responses
Enormous improvements	1
Significant improvements	3
Minor improvements	4
No change	2
Negatively affected	1



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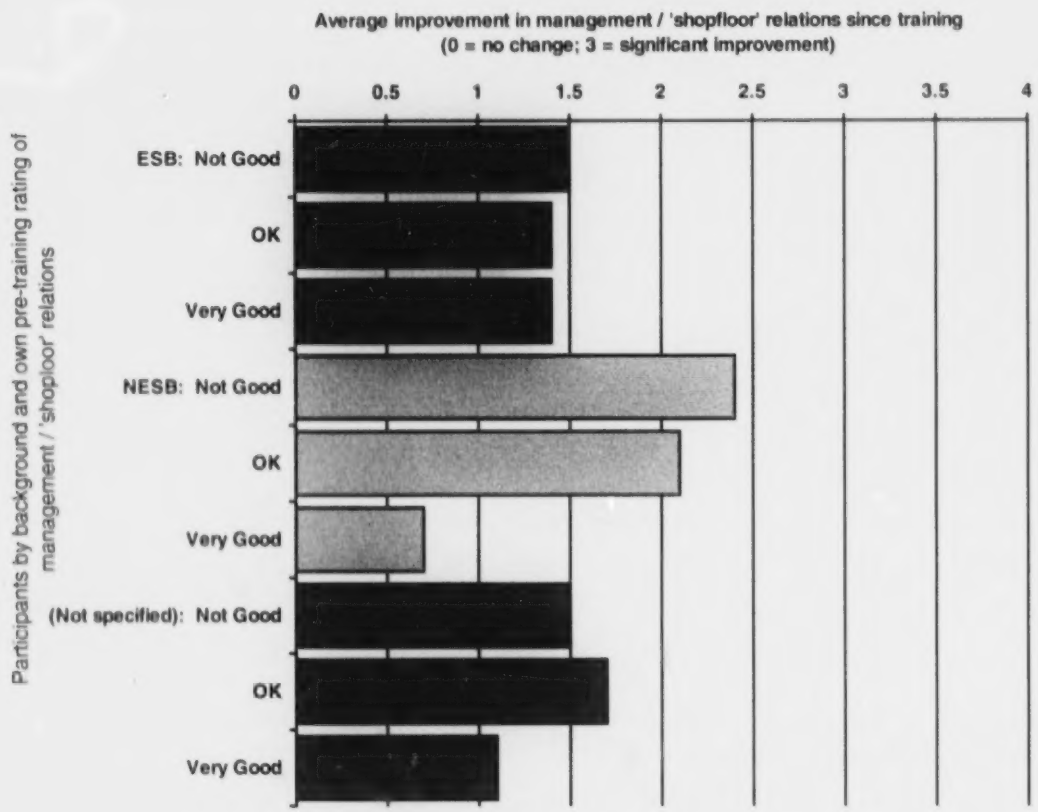
Perceived changes in management / 'shopfloor' relations (by Participant Background)

Background	Workers' own rating of management / 'shopfloor' relations before training	Number of responses	Average perceived improvement in management / 'shopfloor' relations since training
ESB	Not good	17	1.5
	OK	69	1.4
	Very good	23	1.4
Sub total		**109**	
NESB	Not good	19	2.4
	OK	57	2.1
	Very good	11	0.7
Sub total		**87**	
Not specified	Not good	13	1.5
	OK	39	1.7
	Very good	8	1.1
Subtotal		**60**	
TOTAL		**256**	

Improvements noted by participants in management / 'shopfloor' relations since training



Average improvements in management / 'shopfloor' relations (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in management / 'shopfloor' relations
Managers	B3	8	3.1
	C	7	2.0
Participants	A1	27	2.4
	B1	7	2.1
	B2	33	2.1
Supervisors	NONE		
Union Reps	C	5	2.8
All groups	C	85	1.9
	B3	69	1.9
	A1	40	1.9
	B2	54	1.7
	B1	10	1.7

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0%	1	0%	0	0%	1	5%
No change	9	21%	98	**36%**	16	26%	5	24%
Minor improvements	19	**44%**	73	27%	28	**45%**	8	**38%**
Significant improvements	11	26%	56	21%	16	26%	5	24%
Enormous improvements	4	9%	43	16%	1	2%	1	5%
Significant improvements or better		**35%**		**37%**		**28%**		**30%**
Total registered improvements		**79%**		**64%**		**74%**		**71%**
Total	43		271		61		20	

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Loyalty to the workplace

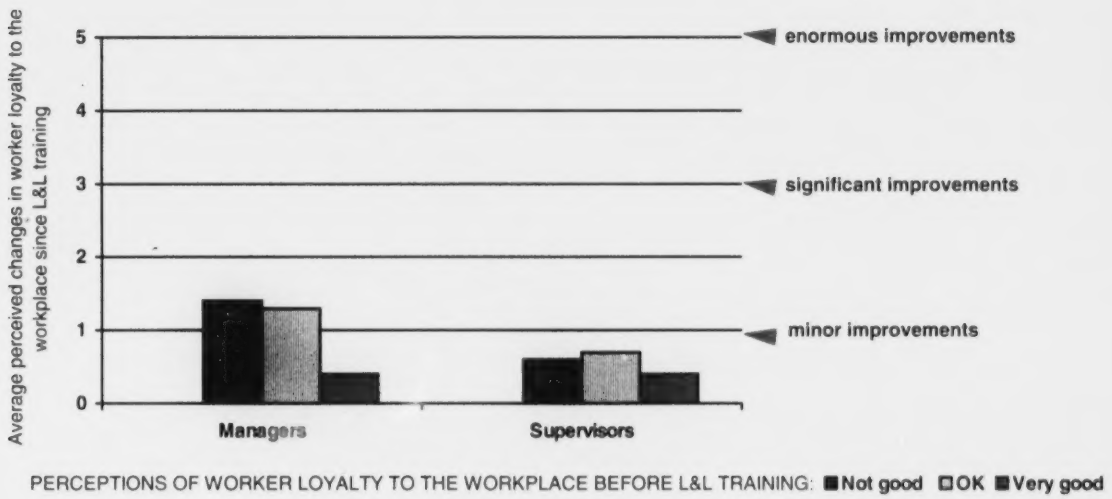
Perceived changes in loyalty to the workplace (by respondent group)*

(*This question was posed only to Managers and Supervisors. It was deemed inappropriate to ask Participants and Union Representatives)

Respondent Group	Perception of loyalty to the workplace before training	Number of responses	Average perceived improvement in loyalty to the workplace since training*
Managers	Not good	5	1.4
	OK	27	1.3
	Very good	8	0.4
subtotal		**40**	
Supervisors	Not good	10	0.6
	OK	36	0.7
	Very good	10	0.4
subtotal		**56**	
Both Groups	Not good	15	1.0
	OK	63	1.0
	Very good	18	0.4
TOTAL		**96**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvement



Each improvement rating (by respondent group)

Perception	Managers		Supervisors	
Negatively affected	0	0.0	1	2%
No change	11	27%	31	**53%**
Minor improvements	23	**56%**	20	34%
Significant improvements	6	15%	5	9%
Enormous improvements	1	2%	1	2%
Significant improvements or better		17%		**10%**
Total registered improvements		**73%**		**45%**
Total	41		58	

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Participation in union affairs

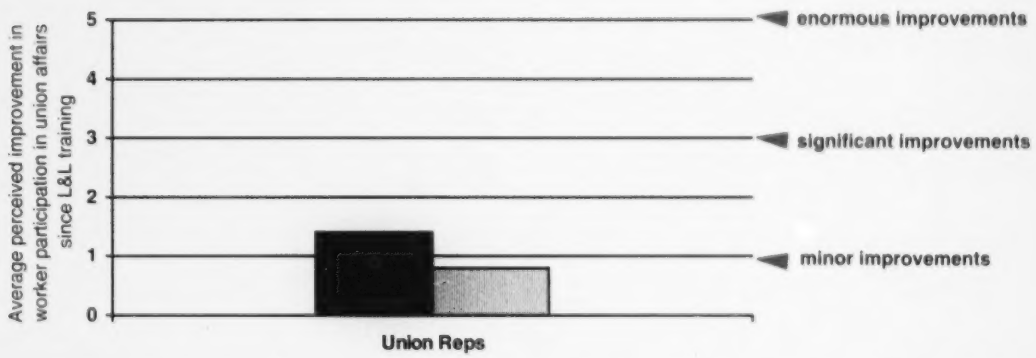
Perceived changes in participation in union affairs (by respondent group)*

(*This question was posed only to Union Representatives. It was deemed inappropriate and / or irrelevant to ask the other three groups)

Respondent Group	Perception of loyalty to the workplace before training	Number of responses	Average perceived improvement in loyalty to the workplace since training*
Union Reps	Not good	9	1.4
	OK	12	0.8
	Very good	0	(nil responses)
TOTAL		**21**	**1.1**

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvement



PERCEPTIONS OF WORKER PARTICIPATION IN UNION AFFAIRS BEFORE L&L TRAINING: ■Not good □OK □Very good

Each improvement rating (by respondent group)

Perception	Union reps	
Negatively affected	0	0%
No change	8	38%
Minor improvements	9	**43%**
Significant improvements	3	14%
Enormous improvements	1	5%
Significant improvements or better		**19%**
Total registered improvements		**62%**
Total	21	

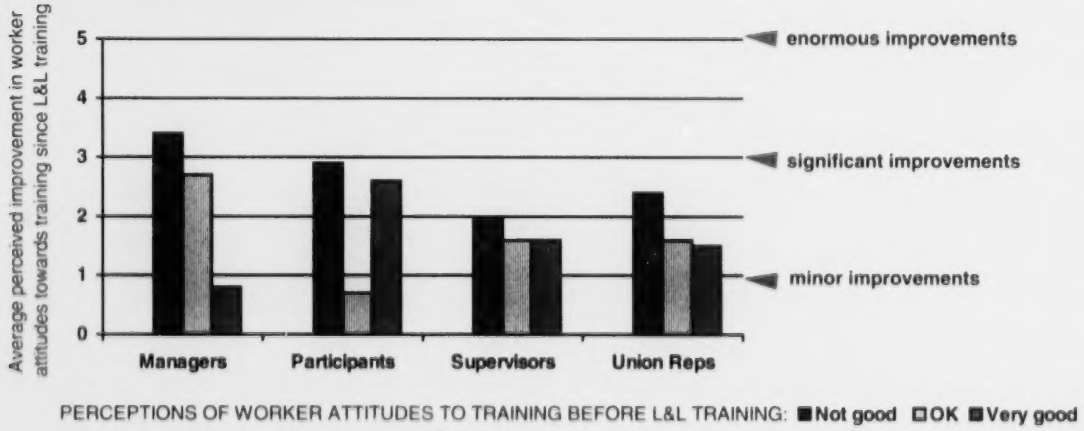
Attitude to training

Perceived improvements in worker attitudes towards training (by respondent group)

Respondent Group	Perception of worker attitudes towards training before training	Number of responses	Average perceived improvement in worker attitudes towards training since training *
Managers	Not good	17	3.4
	OK	20	2.7
	Very good	5	0.8
Subtotal		**42**	
Participants	Not good	52	2.9
	OK	133	2.7
	Very good	72	2.6
Subtotal		**257**	
Supervisors	Not good	25	2.7
	OK	28	1.6
	Very good	6	1.6
Subtotal		**59**	
Union Reps	Not good	7	2.4
	OK	12	1.6
	Very good	2	1.5
Subtotal		**21**	
Total All groups	Not good	101	2.9
	OK	193	2.2
	Very good	85	1.6
TOTAL		**379**	

* Results in estimated improvement in worker morale are based on the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements



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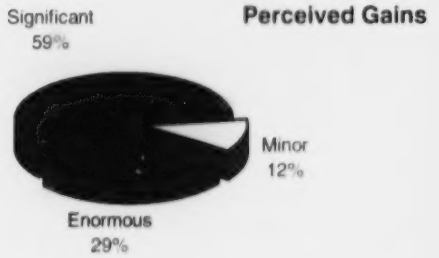
Improvements where worker attitude to training was rated as Not Good before training

For all respondents who rated ***worker attitude to training as Not Good before the training***, the following represent their opinions **after the training**:

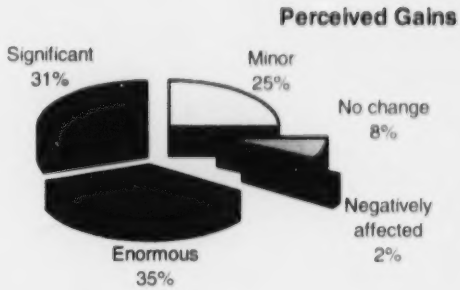
17 Managers

Perceived changes in worker attitude to training	Number of responses
Enormous improvements	5
Significant improvements	10
Minor improvements	2
No change	0
Negatively affected	0



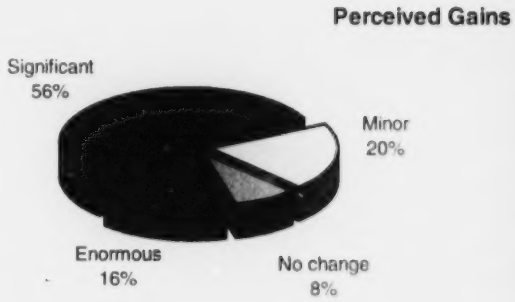
52 Participants

Perceived changes in worker attitude to training	Number of responses
Enormous improvements	18
Significant improvements	16
Minor improvements	13
No change	4
Negatively affected	1



25 Supervisors

Perceived changes in worker attitude to training	Number of responses
Enormous improvements	4
Significant improvements	14
Minor improvements	5
No change	2
Negatively affected	0



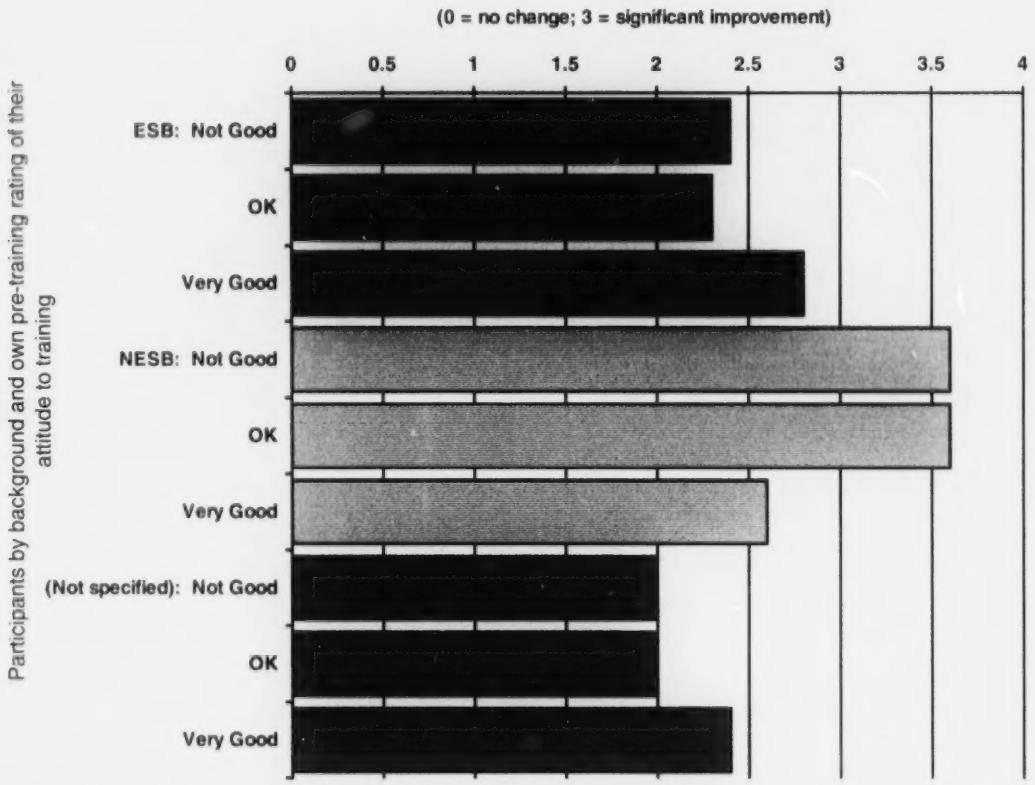
7 Union Reps

Perceived changes in worker attitude to training	Number of responses
Enormous improvements	0
Significant improvements	5
Minor improvements	2
No change	0
Negatively affected	0

Perceived changes in worker attitude to training (by Participant Background)

Background	Workers' own rating of attitude to training before training	Number of responses	Average perceived improvement in attitude to training since training
ESB	Not good	18	2.4
	OK	58	2.3
	Very good	34	2.8
Sub total		**110**	
NESB	Not good	23	3.6
	OK	46	3.6
	Very good	18	2.6
Sub total		**87**	
Not specified	Not good	11	2.0
	OK	29	2.0
	Very good	20	2.4
Subtotal		**60**	
TOTAL		**257**	

Improvements noted by participants in worker attitude to training since training



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Average improvements in worker attitude to training (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in worker attitude to training
Managers	B3	8	3.8
	B5	2	3.0
	A2	4	3.0
	C	7	2.7
	B4	6	2.6
	B2	8	2.3
Participants	B2	33	4.2
	A1	27	3.3
	B1	7	3.0
	B3	47	3.0
	A2	29	2.7
	B4	37	2.4
	C	61	2.1
Supervisors	B3	12	2.8
	B2	9	2.4
	C	12	2.3
Union Reps	B3	2	3.0
	C	5	2.0
	A1	2	2.0
	B4	2	2.0
All groups	B2	54	3.3
	B3	69	3.0
	A1	40	2.6
	A2	37	2.6
	B1	10	2.5
	B4	56	2.2
	B5	15	2.1
	C	85	2.1

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0.0	1	0%	0	0%	0	0%
No change	4	9%	48	18%	10	16%	3	14%
Minor improvements	8	19%	53	19%	19	31%	7	33%
Significant improvements	24	**56%**	79	29%	29	**47%**	11	**52%**
Enormous improvements	7	16%	91	**33%**	4	6%	0	0%
Significant improvements or better		**72%**		**63%**		**53%**		**52%**
Total registered improvements		**91%**		**82%**		**84%**		**86%**
Total	43		272		62		21	

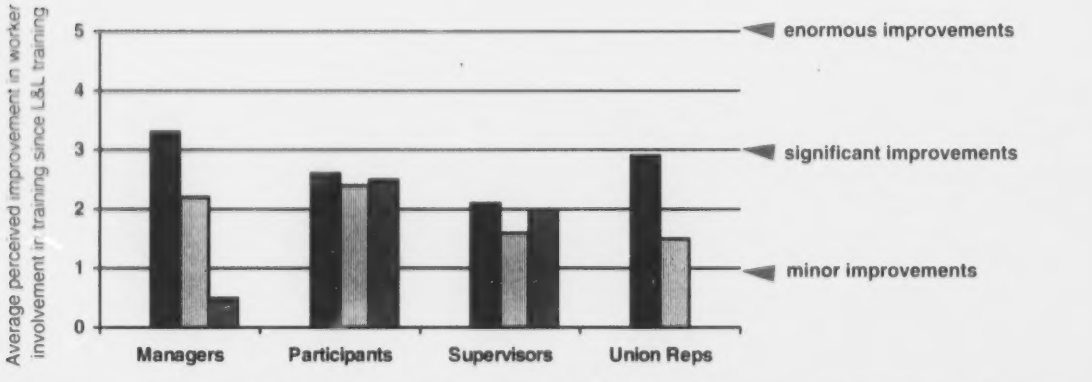
Involvement in training

Perceived improvements in worker involvement in training (by respondent group)

Respondent Group	Perception of worker involvement in training before training	Number of responses	Average perceived improvement in worker involvement in training since training *
Managers	Not good	19	3.3
	OK	19	2.2
	Very good	4	0.5
Subtotal		**42**	
Participants	Not good	50	2.6
	OK	146	2.4
	Very good	61	2.5
Subtotal		**257**	
Supervisors	Not good	19	2.1
	OK	36	1.6
	Very good	3	2
Subtotal		**58**	
Union Reps	Not good	8	2.9
	OK	11	1.5
	Very good	1	(3)
Subtotal		**20**	
Total All groups	Not good	96	2.7
	OK	212	1.9
	Very good	69	2.4
TOTAL		**377**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements



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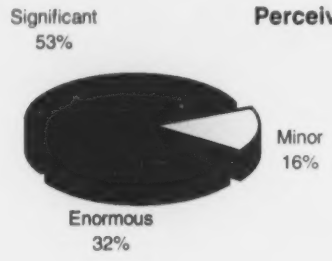
Improvements where worker involvement in training was rated as Not Good before training

For all respondents who rated ***worker involvement in training as Not Good before the training***, the following represent their opinions **after the training**:

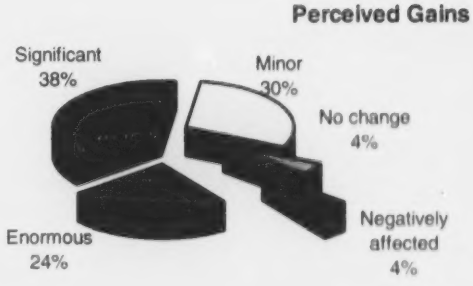
19 Managers

Perceived changes in worker involvement in training	Number of responses
Enormous improvements	6
Significant improvements	10
Minor improvements	3
No change	0
Negatively affected	0



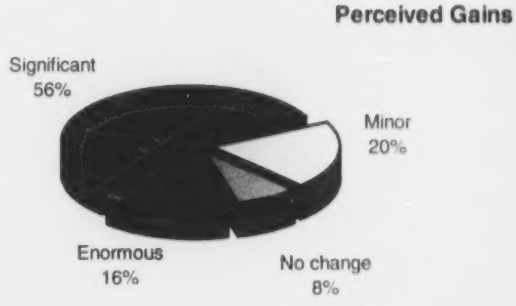
51 Participants

Perceived changes in worker involvement in training	Number of responses
Enormous improvements	12
Significant improvements	19
Minor improvements	15
No change	2
Negatively affected	2



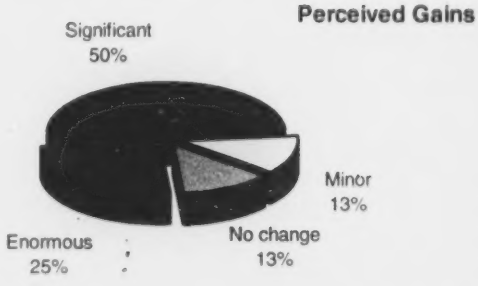
18 Supervisors

Perceived changes in worker involvement in training	Number of responses
Enormous improvements	2
Significant improvements	8
Minor improvements	4
No change	4
Negatively affected	0



8 Union Reps

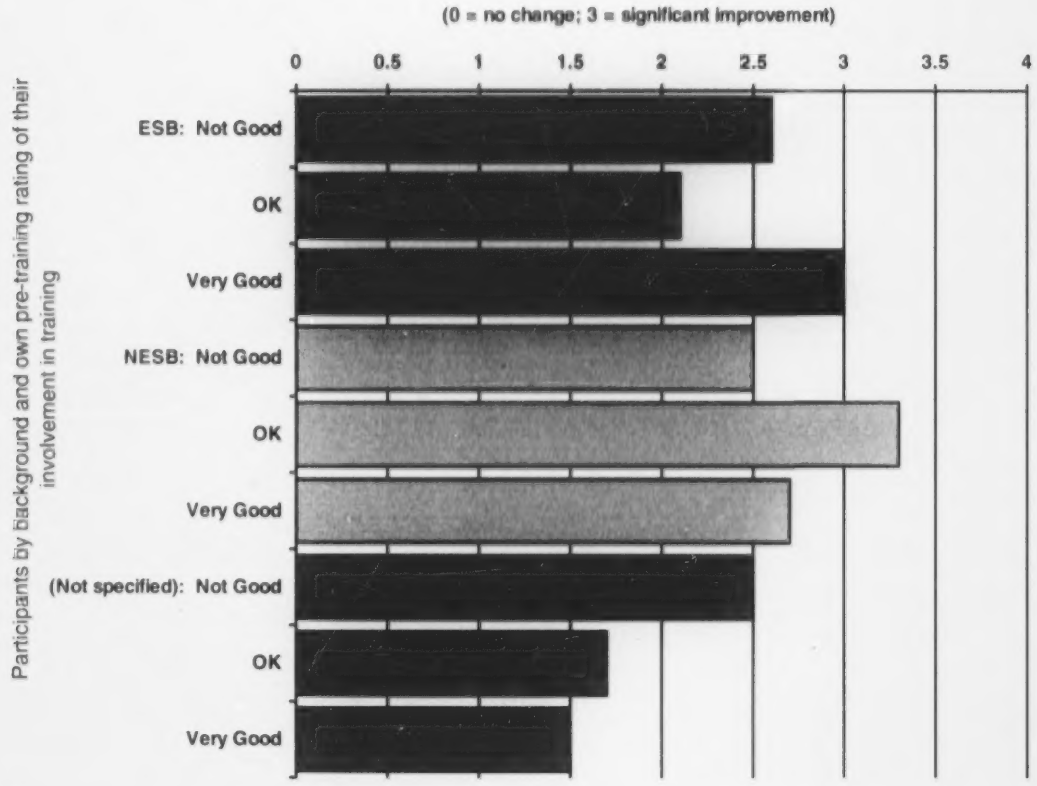
Perceived changes in worker involvement in training	Number of responses
Enormous improvements	2
Significant improvements	4
Minor improvements	1
No change	1
Negatively affected	0



Perceived changes in worker involvement in training (by Participant Background)

Background	Workers' own rating of involvement in training before training	Number of responses	Average perceived improvement in involvement in training since training
ESB	Not good	17	2.6
	OK	64	2.1
	Very good	29	3.0
Sub total		**110**	
NESB	Not good	22	2.5
	OK	50	3.3
	Very good	15	2.7
Sub total		**87**	
Not specified	Not good	11	2.5
	OK	32	1.7
	Very good	17	1.5
Subtotal		**60**	
TOTAL		**257**	

Improvements noted by participants in worker involvement in training since language and literacy training



Average improvements in worker involvement in training (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in worker involvement in training
Managers	B3	8	3.8
	B4	6	3.0
	B5	2	3.0
	A2	4	2.3
	C	7	2.1
	B2	8	2.0
Participants	B2	33	3.3
	B3	47	3.1
	A1	27	2.7
	A2	29	2.6
	B5	11	2.2
	B1	7	2.1
	B4	37	2.1
Supervisors	B3	12	2.6
	B2	9	2.4
Union Reps	C	5	3.0
	B3	2	3.0
All groups	B3	69	3.1
	B2	54	2.8
	A2	37	2.4
	B5	15	2.4
	A1	40	2.2
	B1	10	2.1
	C	85	2.0
	B4	56	2.0

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0.0	2	1%	0	0%	0	0%
No change	7	17%	47	17%	14	24%	1	5%
Minor improvements	10	24%	60	22%	17	29%	9	**45%**
Significant improvements	15	**36%**	96	**35%**	25	**42%**	8	40%
Enormous improvements	10	24%	67	25%	3	5%	2	10%
Significant improvements or better		**60%**		**60%**		**47%**		**48%**
Total registered improvements		**83%**		**83%**		**76%**		**95%**
Total	42		272		59		21	

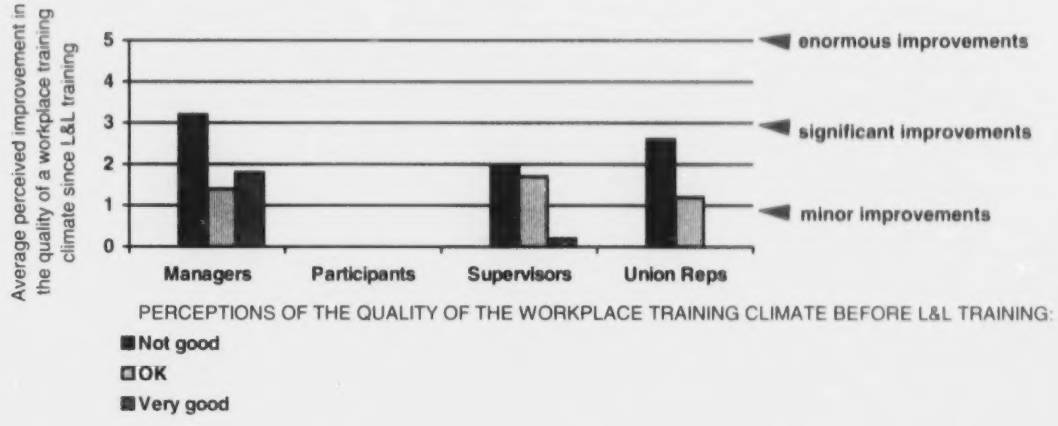
Creation of a training climate

Perceived improvements in the workplace training climate (by respondent group)*

Respondent Group	Perception of the quality of the workplace training climate before training	Number of responses	Average perceived improvement in the quality of the workplace training climate since training *
Managers	Not good	18	3.2
	OK	17	1.4
	Very good	4	1.8
Subtotal		**39**	
Supervisors	Not good	14	2.0
	OK	33	1.7
	Very good	6	0.2
Subtotal		**53**	
Union Reps	Not good	9	2.6
	OK	10	1.2
	Very good	-	(nil responses)
Subtotal		**19**	
Total All groups	Not good	41	2.6
	OK	60	1.4
	Very good	10	1.0
TOTAL		**111**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements



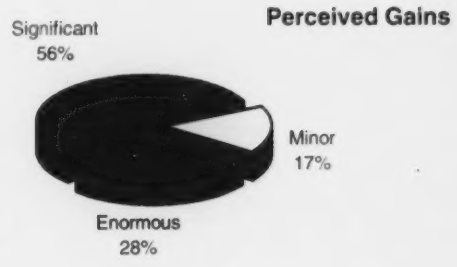
* This question was not directed at participants.

Improvements where the quality of the workplace training climate was rated as Not Good before training

For all respondents who rated ***the quality of the workplace training climate as Not Good before the training***, the following represent their opinions **after the training**:

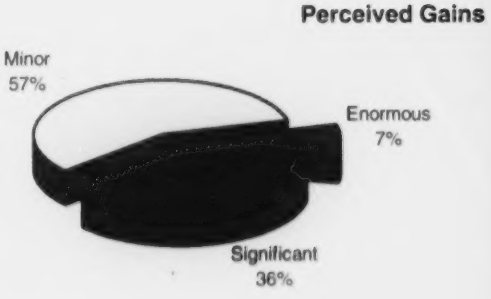
18 Managers

Perceived changes in the quality of the workplace training climate since L&L training	Number of responses
Enormous improvements	5
Significant improvements	10
Minor improvements	3
No change	0
Negatively affected	0



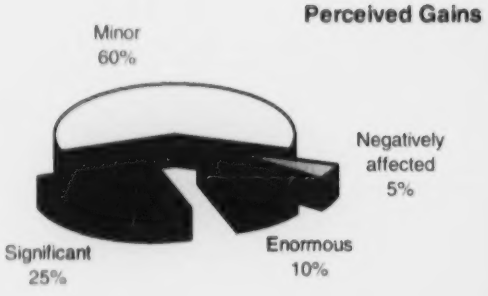
12 Supervisors

Perceived changes in the quality of the workplace training climate since L&L training	Number of responses
Enormous improvements	1
Significant improvements	5
Minor improvements	8
No change	0
Negatively affected	0



9 Union Reps

Perceived changes in the quality of the workplace training climate since L&L training	Number of responses
Enormous improvements	2
Significant improvements	5
Minor improvements	1
No change	0
Negatively affected	1



Average improvements in the workplace training climate (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in the workplace training climate
Managers	**B5**	**2**	**3.0**
	B3	8	3.0
	C	7	2.9
	B4	6	2.2
	B2	8	2.0
Supervisors	**B2**	**9**	**2.4**
	B3	12	2.0
Union Reps	**C**	**5**	**2.8**
	B4	2	2.0
	B3	2	2.0
All 3 groups	**B5**	**15**	**2.5**
	B3	69	2.4
	C	85	2.4
	B2	54	2.1

Each improvement rating (by respondent group)

Perception	Managers		Supervisors		Union reps	
Negatively affected	0	0.0	0	0%	1	5%
No change	5	13%	14	25%	3	15%
Minor improvements	14	35%	23	**40%**	7	**35%**
Significant improvements	15	**38%**	17	30%	7	**35%**
Enormous improvements	6	15%	3	5%	2	10%
Significant improvements or better		**53%**		**35%**		**45%**
Total registered improvements		**87%**		**75%**		**80%**
Total	40		57		20	

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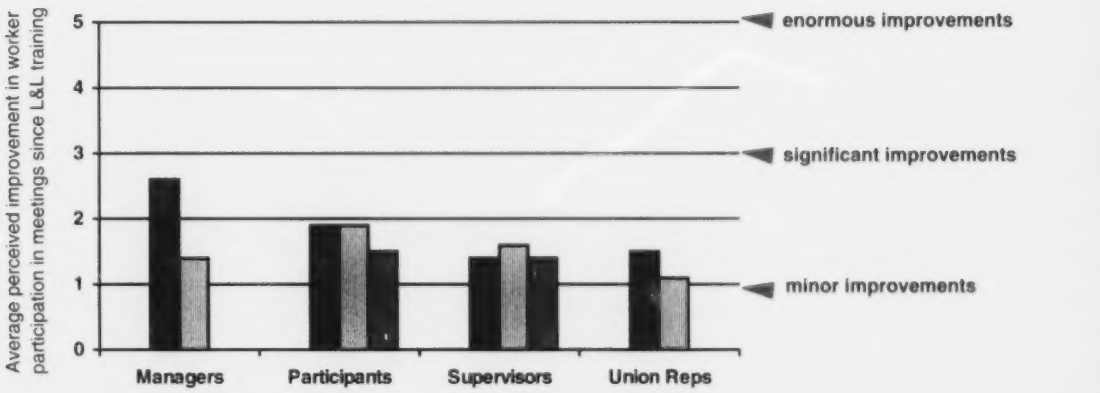
Participation in meetings

Perceived improvements in worker participation in meetings (by respondent group)

Respondent Group	Perception of worker participation in meetings before training	Number of responses	Average perceived improvement in worker participation in meetings since training *
Managers	Not good	24	2.6
	OK	18	1.4
	Very good	-	(nil responses)
Subtotal		**42**	
Participants	Not good	83	1.9
	OK	142	1.9
	Very good	26	1.5
Subtotal		**251**	
Supervisors	Not good	32	1.4
	OK	18	1.6
	Very good	7	1.4
Subtotal		**57**	
Union Reps	Not good	10	1.5
	OK	9	1.1
	Very good	-	(nil responses)
Subtotal		**19**	
Total All groups	Not good	149	1.9
	OK	187	1.5
	Very good	33	1.5
TOTAL		**369**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements

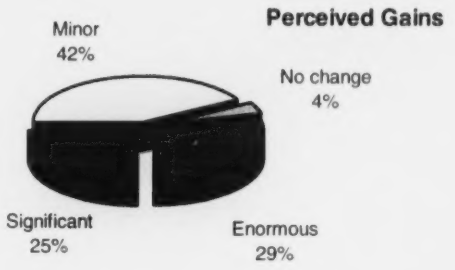


Improvements where worker participation in meetings was rated as Not Good before training

For all respondents who rated ***worker participation in meetings as Not Good before the training***, the following represent their opinions **after the training**:

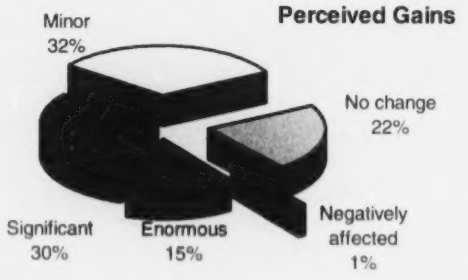
24 Managers

Perceived changes in worker participation in meetings	Number of responses
Enormous improvements	7
Significant improvements	6
Minor improvements	10
No change	1
Negatively affected	0



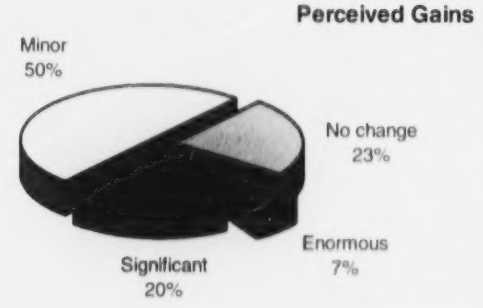
82 Participants

Perceived changes in worker participation in meetings	Number of responses
Enormous improvements	12
Significant improvements	25
Minor improvements	26
No change	18
Negatively affected	1



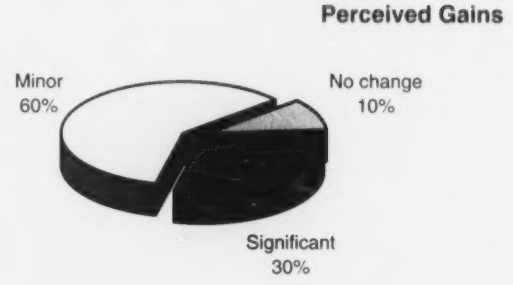
30 Supervisors

Perceived changes in worker participation in meetings	Number of responses
Enormous improvements	2
Significant improvements	6
Minor improvements	15
No change	7
Negatively affected	0



8 Union Reps

Perceived changes in worker participation in meetings	Number of responses
Enormous improvements	0
Significant improvements	3
Minor improvements	6
No change	1
Negatively affected	0



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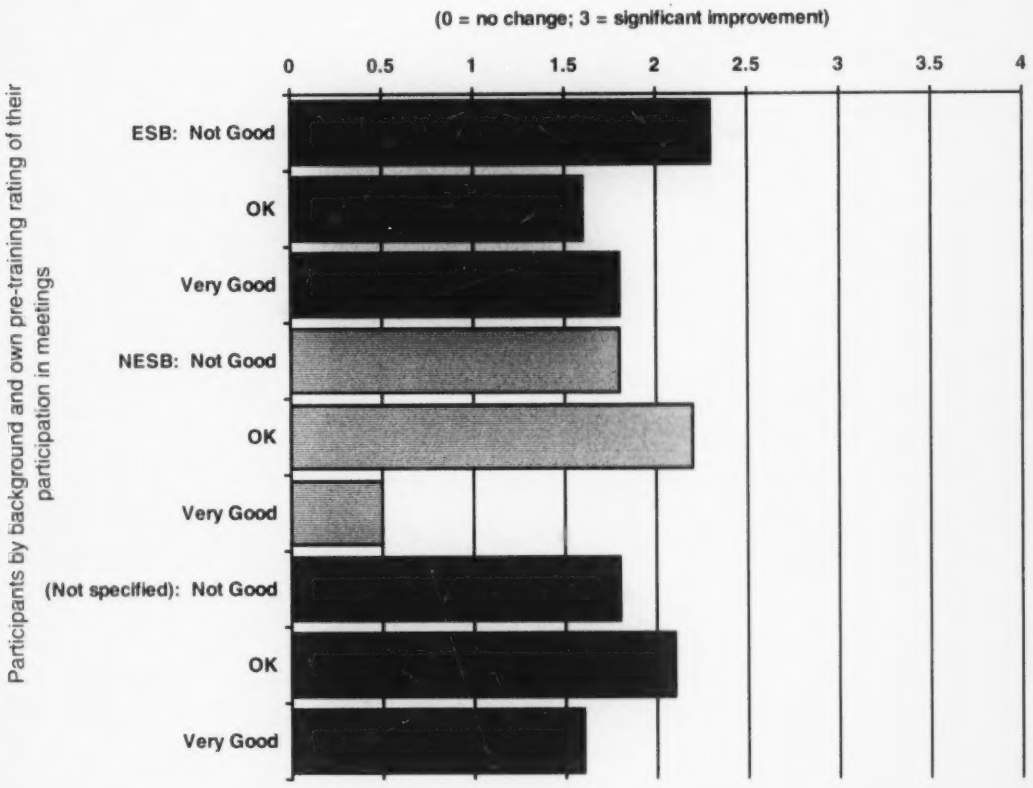
Perceived changes in worker participation in meetings (by Participant Background)

Background	Workers' own rating of participation in meetings before training	Number of responses	Average perceived improvement in participation in meetings since training
ESB	Not good	24	2.3
	OK	72	1.6
	Very good	12	1.8
Sub total		**108**	
NESB	Not good	39	1.8
	OK	40	2.2
	Very good	4	0.5
Sub total		**83**	
Not specified	Not good	20	1.8
	OK	30	2.1
	Very good	10	1.6
Subtotal		**60**	
TOTAL		**251**	

Improvements noted by participants in worker participation in meetings since training



Average improvements in worker participation in meetings (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in worker participation in meetings
Managers	B3	8	4.3
	C	7	2.1
	B2	8	2.0
Participants	A1	27	2.5
	B3	47	2.3
	B1	7	2.1
	B2	33	2.1
Supervisors	B3	12	2.2
Union Reps	C	5	2.4
All groups	B3	69	2.5
	B2	54	2.0

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0.0	3	1%	0	0%	0	0%
No change	6	11%	67	25%	17	29%	3	15%
Minor improvements	18	**34%**	74	28%	24	**41%**	12	**60%**
Significant improvements	12	23%	84	**31%**	13	22%	4	20%
Enormous improvements	17	32%	39	15%	4	7%	1	5%
Significant improvements or better		**55%**		**46%**		**29%**		**25%**
Total registered improvements		**89%**		**74%**		**71%**		**85%**
Total	53		267		58		20	

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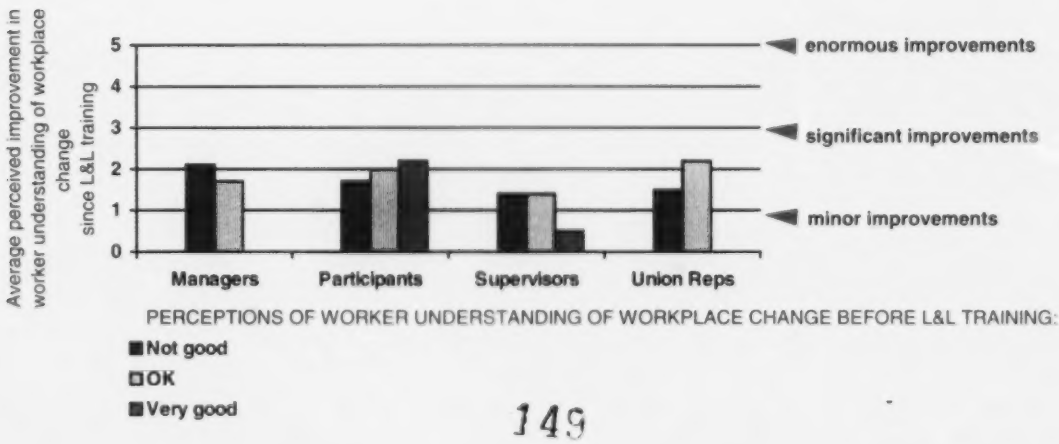
Understanding workplace change

Perceived improvements in worker understanding of workplace change (by respondent group)

Respondent Group	Perception of worker understanding of workplace change before training	Number of responses	Average perceived improvement in worker understanding of workplace change since training *
Managers	Not good	31	2.1
	OK	10	1.7
	Very good	-	(nil responses)
Subtotal		**41**	
Participants	Not good	46	1.7
	OK	163	2.0
	Very good	45	2.2
Subtotal		**254**	
Supervisors	Not good	35	1.4
	OK	22	1.4
	Very good	2	0.5
Subtotal		**59**	
Union Reps	Not good	15	1.5
	OK	5	2.2
	Very good	1	0
Subtotal		**21**	
Total All groups	Not good	127	1.7
	OK	200	1.8
	Very good	48	1.4
TOTAL		**375**	

* Results should be measured against the following scale:

0 = no change
1 = minor improvements
3 = significant improvements
5 = enormous improvements

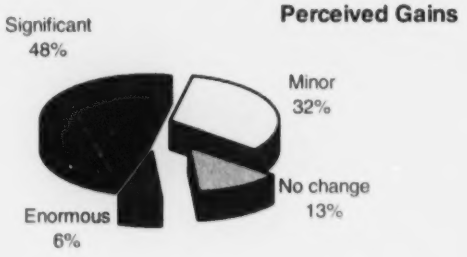


Improvements where worker understanding of workplace change was rated as Not Good before training

For all respondents who rated ***worker understanding of workplace change as Not Good before the training***, the following represent their opinions **after the training**:

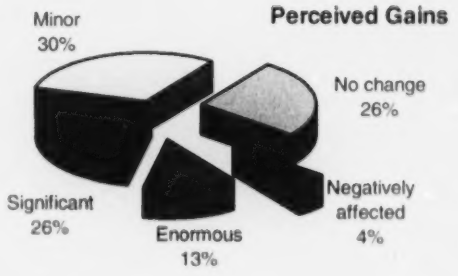
31 Managers

Perceived changes in worker understanding of workplace change	Number of responses
Enormous improvements	2
Significant improvements	15
Minor improvements	10
No change	4
Negatively affected	0



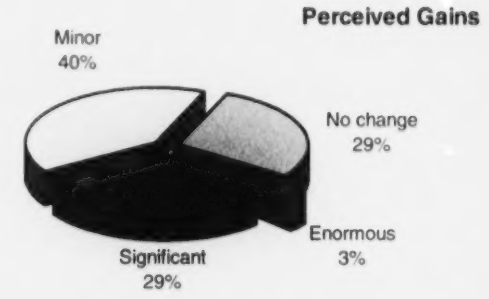
46 Participants

Perceived changes in worker understanding of workplace change	Number of responses
Enormous improvements	6
Significant improvements	12
Minor improvements	14
No change	12
Negatively affected	2



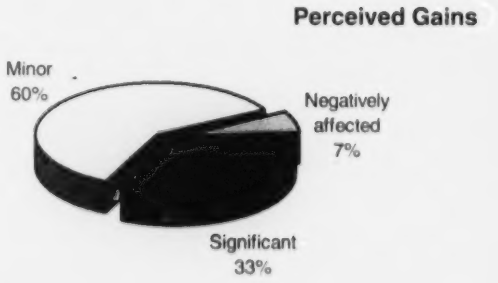
35 Supervisors

Perceived changes in worker understanding of workplace change	Number of responses
Enormous improvements	1
Significant improvements	10
Minor improvements	14
No change	10
Negatively affected	0



15 Union Reps

Perceived changes in worker understanding of workplace change	Number of responses
Enormous improvements	0
Significant improvements	5
Minor improvements	9
No change	0
Negatively affected	1



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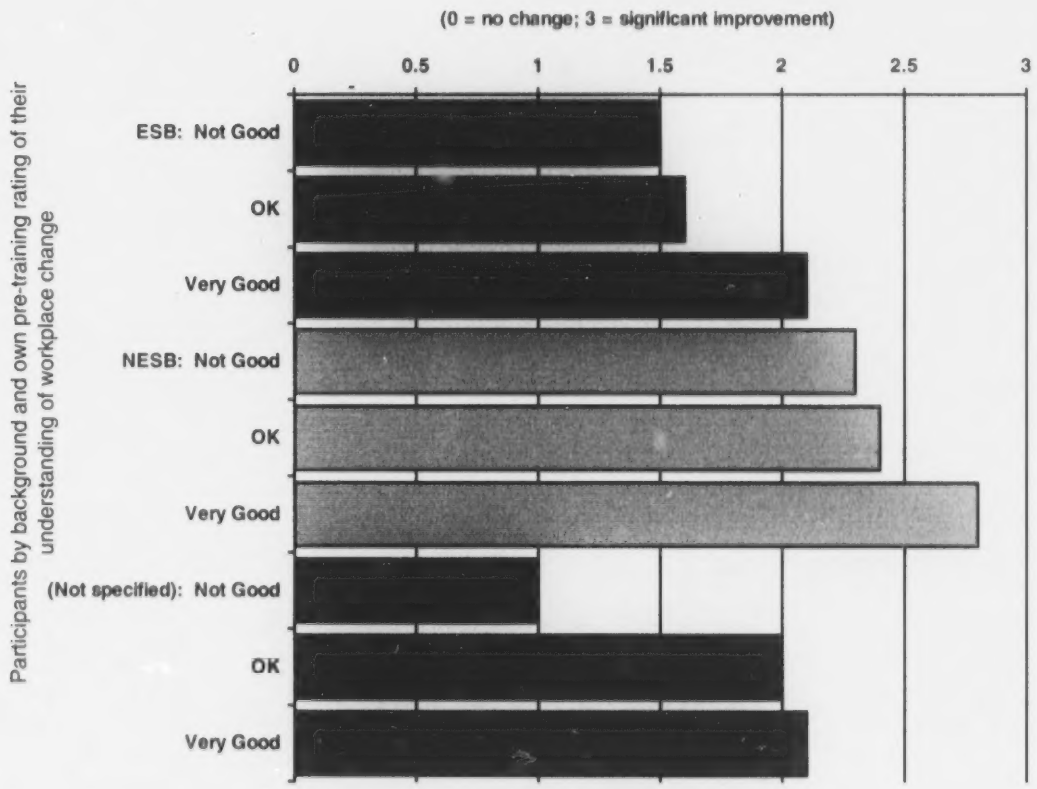
Perceived changes in understanding of workplace change (by Participant Background)

Background	Workers' own rating of understanding of workplace change before training	Number of responses	Average perceived improvement in understanding of workplace change since training
ESB	Not good	13	1.5
	OK	74	1.6
	Very good	22	2.1
Sub total		**109**	
NESB	Not good	18	2.3
	OK	58	2.4
	Very good	9	2.8
Sub total		**85**	
Not specified	Not good	15	1.0
	OK	31	2.0
	Very good	14	2.1
Subtotal		**60**	
TOTAL		**254**	

Improvements noted by participants in worker understanding of workplace change since training



Average improvements in worker understanding of workplace change (by respondent group and by program type)

Respondent group	Program type(s) identified as having greatest impact	Number of respondents	Average rating of improvement in worker understanding of workplace change
Managers	B4	6	2.6
	B3	8	2.5
	B2	8	2.1
Participants	B3	47	2.7
	B1	7	2.7
	B2	33	2.6
Supervisors	B3	12	2.0
Union Reps	B3	2	2.0
	B2	4	2.0
	A1	2	2.0
All groups	B3	69	2.6
	B2	54	2.3
	B1	10	2.2

Each improvement rating (by respondent group)

Perception	Managers		Participants		Supervisors		Union reps	
Negatively affected	0	0.0	6	2%	0	0%	1	5%
No change	6	14%	79	29%	18	29%	1	5%
Minor improvements	15	36%	59	22%	27	**44%**	11	**52%**
Significant improvements	19	**45%**	77	**29%**	15	24%	8	38%
Enormous improvements	2	5%	49	18%	2	3%	0	0%
Significant improvements or better		**50%**		**47%**		**27%**		**38%**
Total registered improvements		**86%**		**69%**		**71%**		**90%**
Total	42		270		62		21	

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Specific workplace skills

The following data have been drawn from the responses by participants to Question 2 on the survey form. The question asked them to comment on several workplace communication skills choosing from the following:

1 - I did this already before the course

2 - I didn't do this before the course but now I do

3 - I still don't do this

4 - This is not a part of my job

The figures which follow concentrate on only Comments 2 and 3 above, which most clearly indicate whether the training has had any influence on the participants' use of the said skills in the workplace.

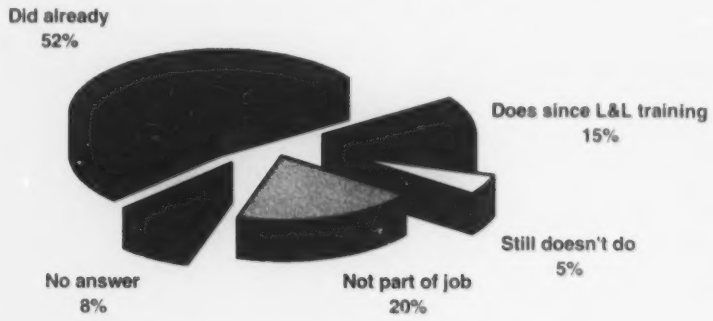
The reader should bear in mind that it is not always the same participants who are answering. Although the total figures for each communication skill appear low, the total number of participants who indicated a Comment 2 or 3 for at least one of the communication skills on their questionnaire was actually 146 out of 274 respondents which is roughly 53% of the Participants respondent group. Other general statistics concerning the spread of comments are:

- **180 respondents (roughly 66%) indicated at least one Comment 1**
- **106 respondents (roughly 40%) indicated at least one Comment 2**
- **87 respondents (roughly 32%) indicated at least one Comment 3**
- **128 respondents (roughly 47%) indicated at least one Comment 4**

Completing job documentation

Perception of participants on their ability to complete their own workplace documents since the L&L training	Number of responses
I already did this before the training	145
I didn't do this before the training but now I do	**40**
I still don't do this	14
This is not a part of my job	54
No answer given	21
TOTAL	274

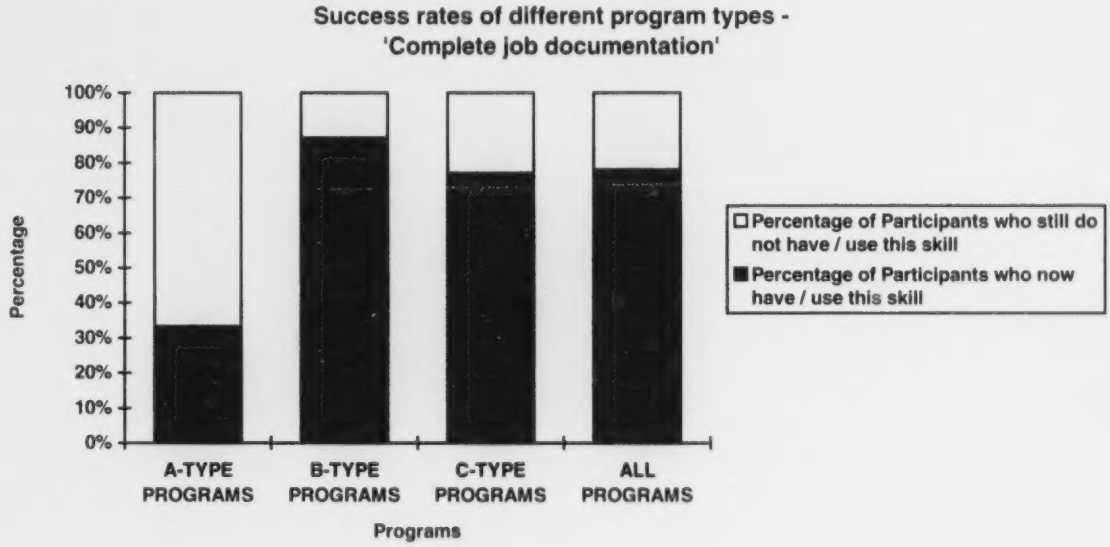
Distribution of all responses



Distribution of 54 responses of participants who did not have / use this skill before the L&L training

Distribution of Comments 2 and 3 by program type

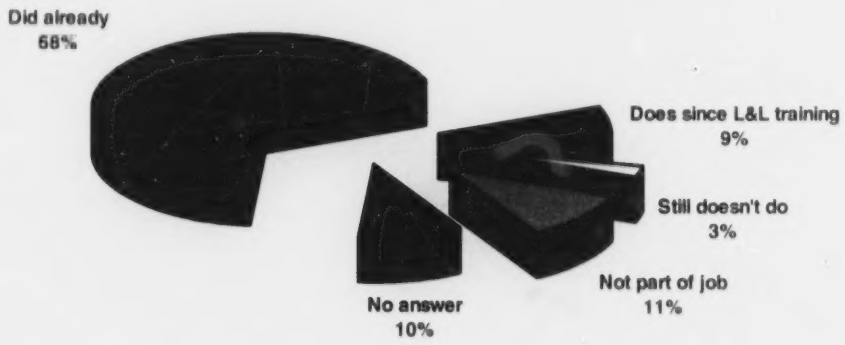
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	5	1	4	
A2	1	1	0	
subtotal	**6**	**2**	**4**	**33%**
B1	5	5	0	
B2	6	5	1	
B3	12	11	1	
B4	4	2	2	
B5	4	4	0	
subtotal	**31**	**27**	**4**	**87%**
C	13	10	3	
subtotal	**13**	**10**	**3**	**77%**
TOTAL	**50**	**39**	**11**	**78%**



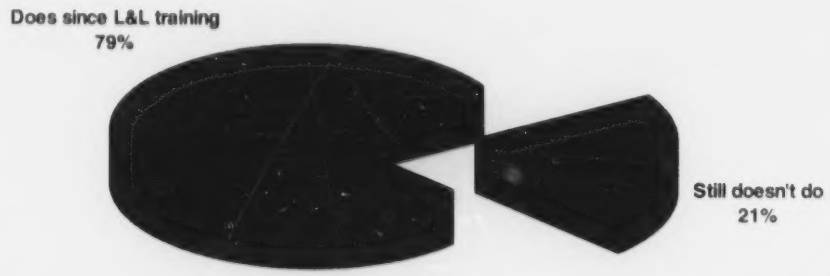
Reading job instructions

Perception of participants on their ability to read job instructions for work since the L&L training	Number of responses
I already did this before the training	185
I didn't do this before the training but now I do	**26**
I still don't do this	7
This is not a part of my job	29
No answer given	27
TOTAL	**274**

Distribution of all responses

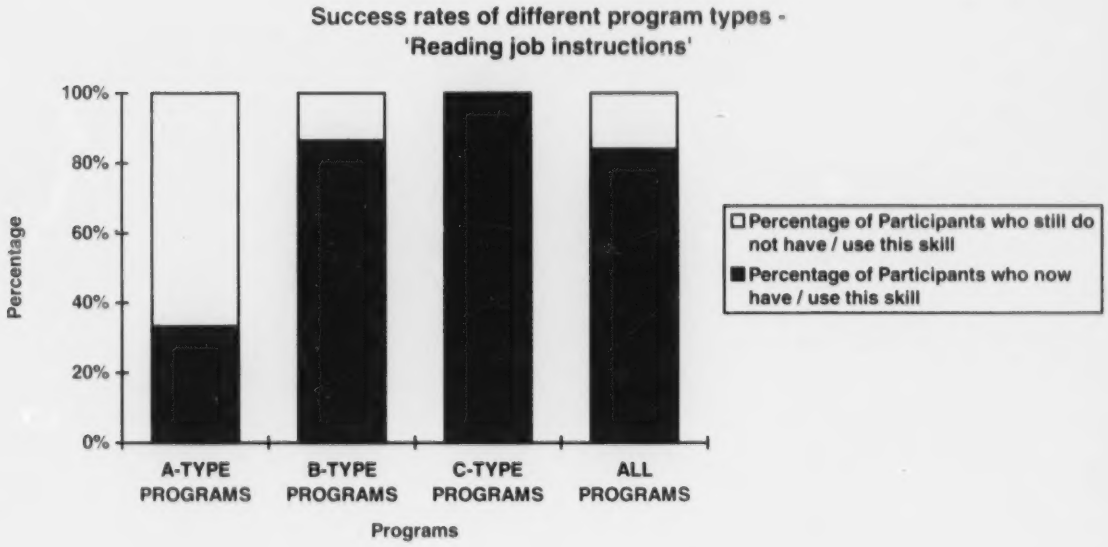


Distribution of 33 responses of participants who did not have / use this skill before the L&L training



Distribution of Comments 2 and 3 by program type

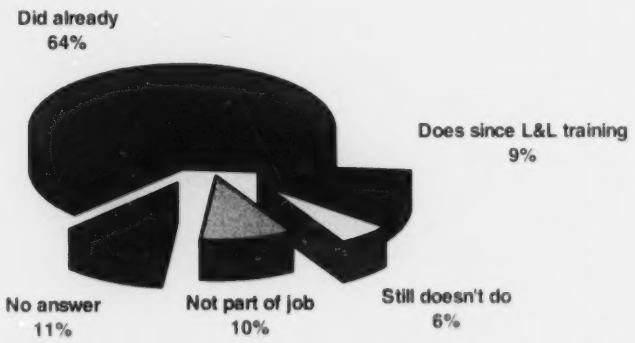
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	2	1	1	
A2	1	0	1	
subtotal	**3**	**1**	**2**	**33%**
B1	5	5	0	
B2	4	3	1	
B3	9	7	2	
B4	4	4	0	
B5	0	0	0	
subtotal	**22**	**19**	**3**	**86%**
C	6	6	0	
subtotal	**6**	**6**	**0**	**100%**
TOTAL	**31**	**26**	**5**	**84%**



Speaking to members of management

Perception of participants on readiness to speak to members of management since the L&L training	Number of responses
I already did this before the training	175
I didn't do this before the training but now I do	**26**
I still don't do this	16
This is not a part of my job	27
No answer given	30
TOTAL	**274**

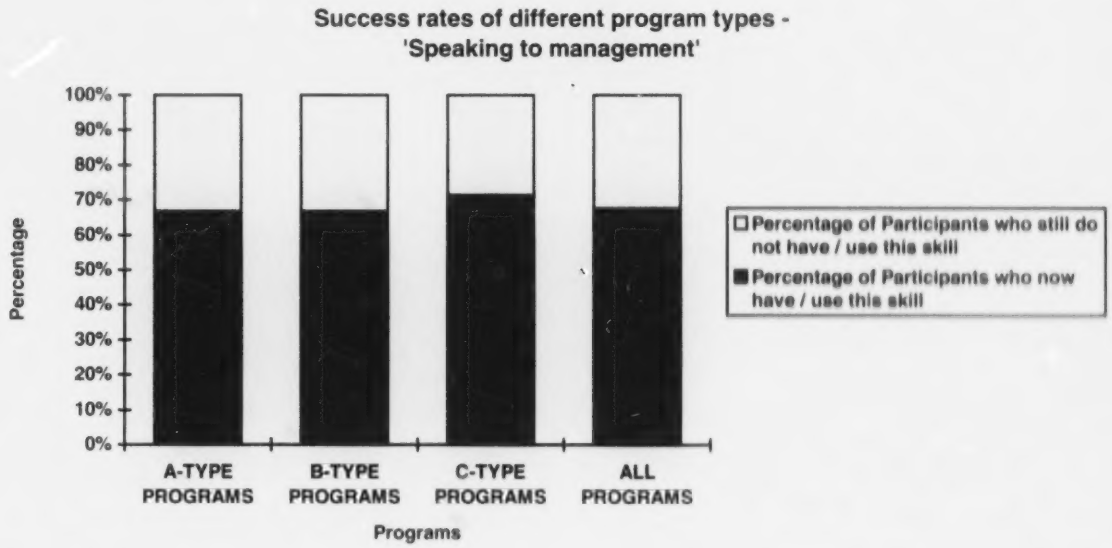
Distribution of all responses



Distribution of 42 responses of participants who did not have / use this skill before the L&L training

Distribution of Comments 2 and 3 by program type

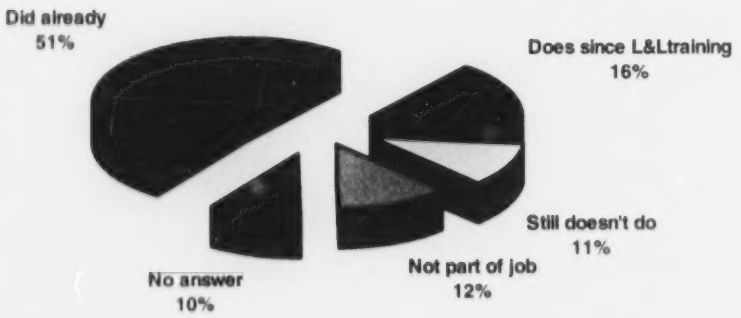
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	4	2	2	
A2	2	2	0	
subtotal	**6**	**4**	**2**	**67%**
B1	4	3	1	
B2	4	2	2	
B3	9	8	1	
B4	7	3	4	
B5	0	0	0	
subtotal	**24**	**16**	**8**	**67%**
C	7	5	2	
subtotal	**7**	**5**	**2**	**71%**
TOTAL	**37**	**25**	**12**	**68%**



Speaking at team meetings

Perception of participants on their readiness to speak at team meetings since the L&L training	Number of responses
I already did this before the training	138
I didn't do this before the training but now I do	**45**
I still don't do this	31
This is not a part of my job	33
No answer given	27
TOTAL	274

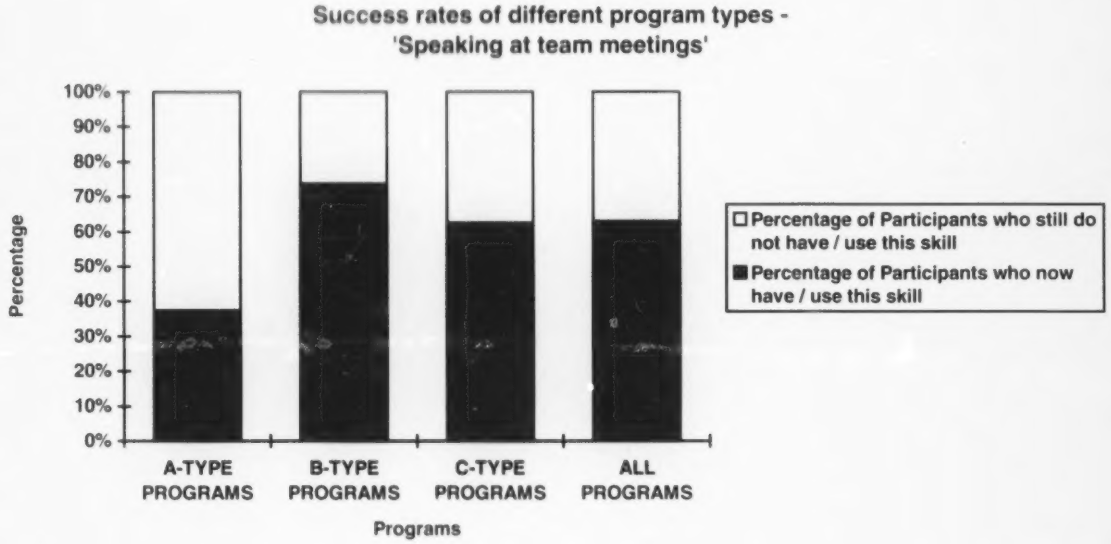
Distribution of all responses



Distribution of 76 responses of participants who did not have / use this skill before the L&L training

Distribution of Comments 2 and 3 by program type

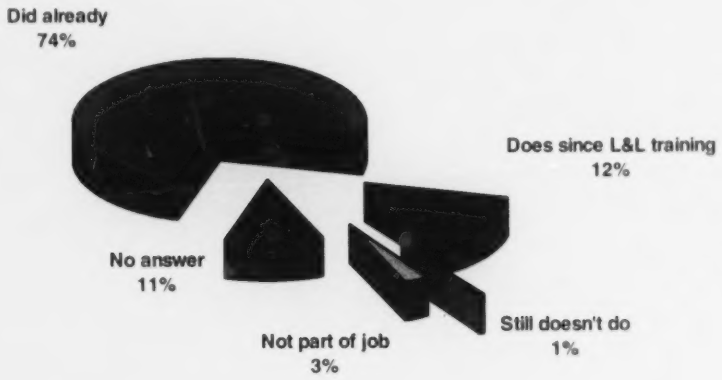
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	5	2	3	
A2	11	4	7	
subtotal	**16**	**6**	**10**	**38%**
B1	6	4	2	
B2	7	7	0	
B3	18	12	6	
B4	6	4	2	
B5	1	1	0	
subtotal	**38**	**28**	**10**	**74%**
C	16	10	6	
subtotal	**16**	**10**	**6**	**63%**
TOTAL	**70**	**44**	**26**	**63%**



Reporting problems to supervisor / team leader

Perception of participants on their ability report problems to supervisor / team leader since the L&L training	Number of responses
I already did this before the training	203
I didn't do this before the training but now I do	**32**
I still don't do this	2
This is not a part of my job	7
No answer given	30
TOTAL	**274**

Distribution of all responses

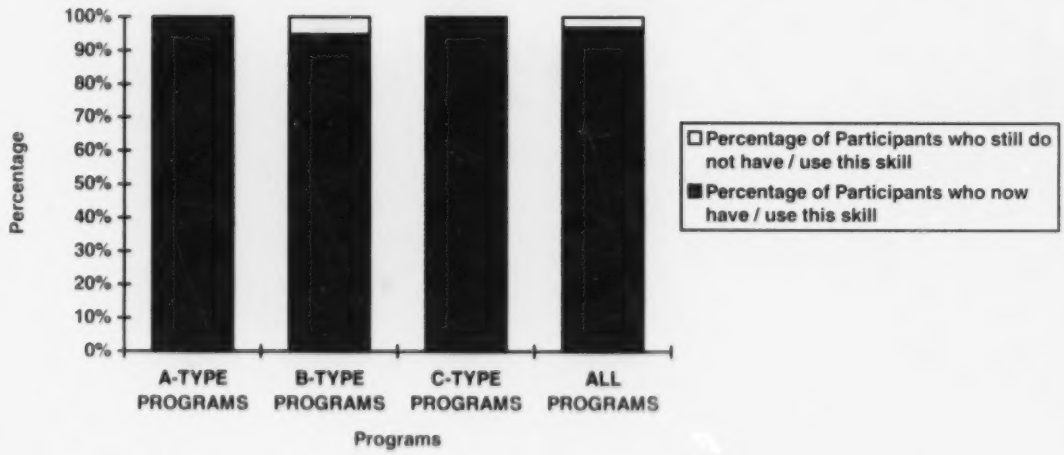


Distribution of 34 responses of participants who did not have / use this skill before the L&L training

Distribution of Comments 2 and 3 by program type

Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	3	3	0	
A2	3	3	0	
subtotal	**6**	**6**	**0**	**100%**
B1	4	4	0	
B2	7	7	0	
B3	6	6	0	
B4	2	1	1	
B5	0	0	0	
subtotal	**19**	**18**	**1**	**95%**
C	7	7	0	
subtotal	**7**	**7**	**0**	**100%**
TOTAL	**32**	**31**	**1**	**97%**

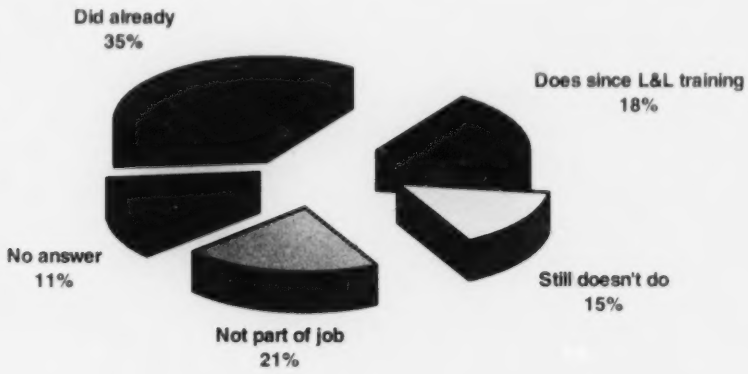
Success rates of different program types -
'Reporting problems to supervisor / team leader'



Writing messages for other people at work

Perception of participants on their ability to write messages for other people at work since the L&L training	Number of responses
I already did this before the training	98
I didn't do this before the training but now I do	**49**
I still don't do this	41
This is not a part of my job	57
No answer given	29
TOTAL	**274**

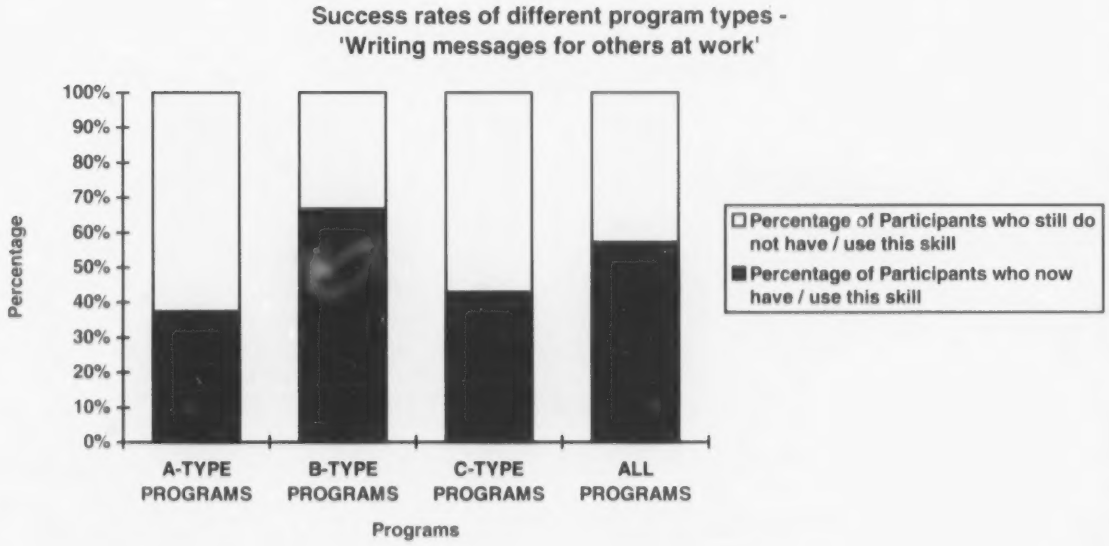
Distribution of all responses



Distribution of 90 responses of participants who did not have / use this skill before the L&L training

Distribution of Comments 2 and 3 by program type

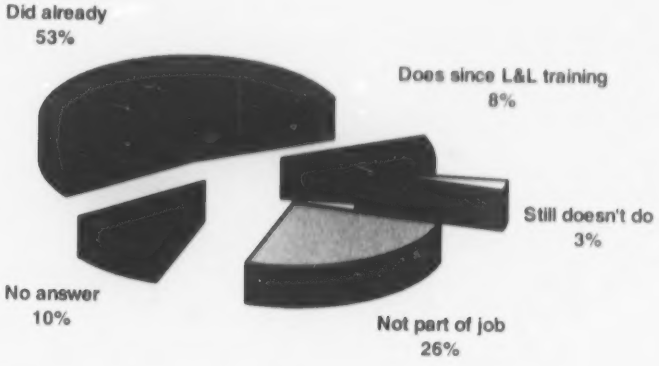
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	10	3	7	
A2	6	3	3	
subtotal	**16**	**6**	**10**	**38%**
B1	5	4	1	
B2	13	5	8	
B3	24	21	3	
B4	11	6	5	
B5	1	0	1	
subtotal	**54**	**36**	**18**	**67%**
C	14	6	8	
subtotal	**14**	**6**	**8**	**43%**
TOTAL	**84**	**48**	**36**	**57%**



Using a telephone / two-way radio

Perception of participants on their ability to use the telephone / two-way radio since the L&L training	Number of responses
I already did this before the training	147
I didn't do this before the training but now I do	**22**
I still don't do this	7
This is not a part of my job	70
No answer given	28
TOTAL	274

Distribution of all responses



Distribution of 29 responses of participants who did not have / use this skill before the L&L training

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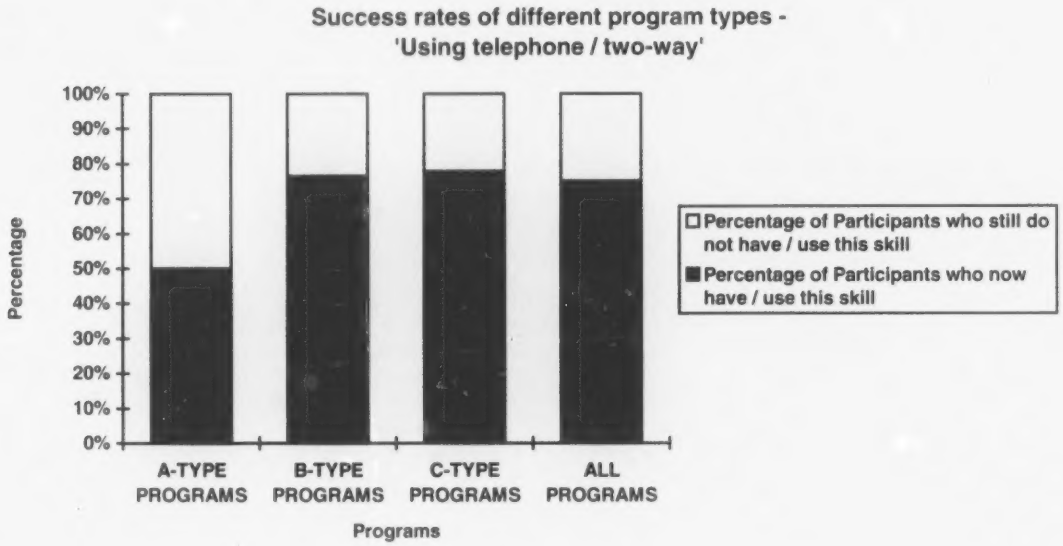
Distribution of Comments 2 and 3 by program type

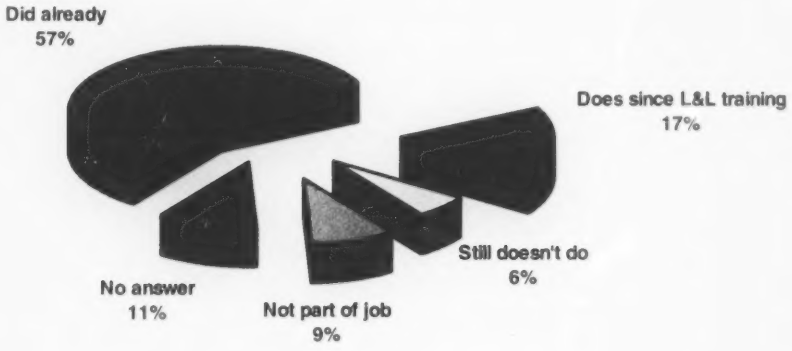
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	1	0	1	
A2	1	1	0	
subtotal	**2**	**1**	**1**	**50%**
B1	4	2	2	
B2	3	3	0	
B3	8	6	2	
B4	1	1	0	
B5	1	1	0	
subtotal	**17**	**13**	**4**	**76%**
C	9	7	2	
subtotal	**9**	**7**	**2**	**78%**
TOTAL	**28**	**21**	**7**	**75%**



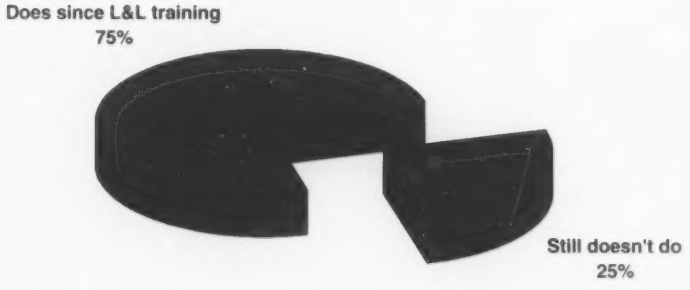
Filling out own workplace forms

Perception of participants on their ability fill out their own workplace forms since the L&L training	Number of responses
I already did this before the training	158
I didn't do this before the training but now I do	**47**
I still don't do this	16
This is not a part of my job	24
No answer given	29
TOTAL	**274**

Distribution of all responses

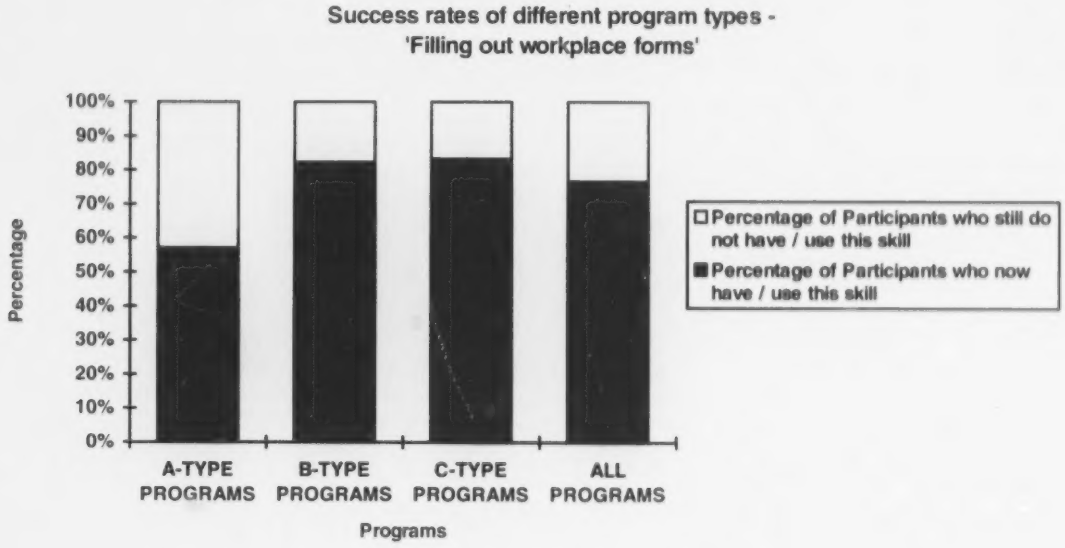


Distribution of 63 responses of participants who did not have / use this skill before the L&L training



Distribution of Comments 2 and 3 by program type

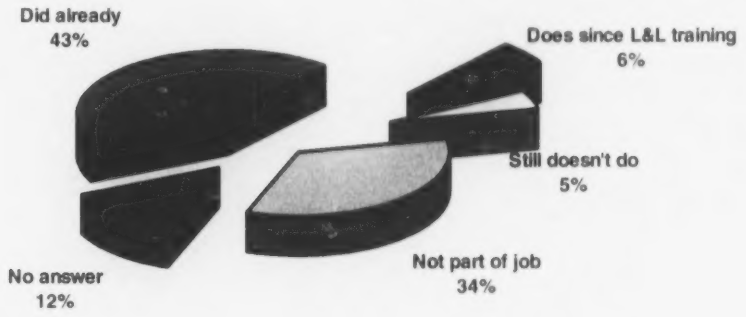
Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	10	5	5	
A2	4	3	1	
subtotal	**14**	**8**	**6**	**57%**
B1	3	3	0	
B2	10	8	2	
B3	15	14	1	
B4	5	2	3	
B5	1	1	0	
subtotal	**34**	**28**	**6**	**82%**
C	12	10	2	
subtotal	**12**	**10**	**2**	**83%**
TOTAL	**60**	**46**	**14**	**77%**



Using a calculator

Perception of participants on their ability to use a calculator since the L&L training	Number of responses
I already did this before the training	118
I didn't do this before the training but now I do	**16**
I still don't do this	13
This is not a part of my job	93
No answer given	34
TOTAL	**274**

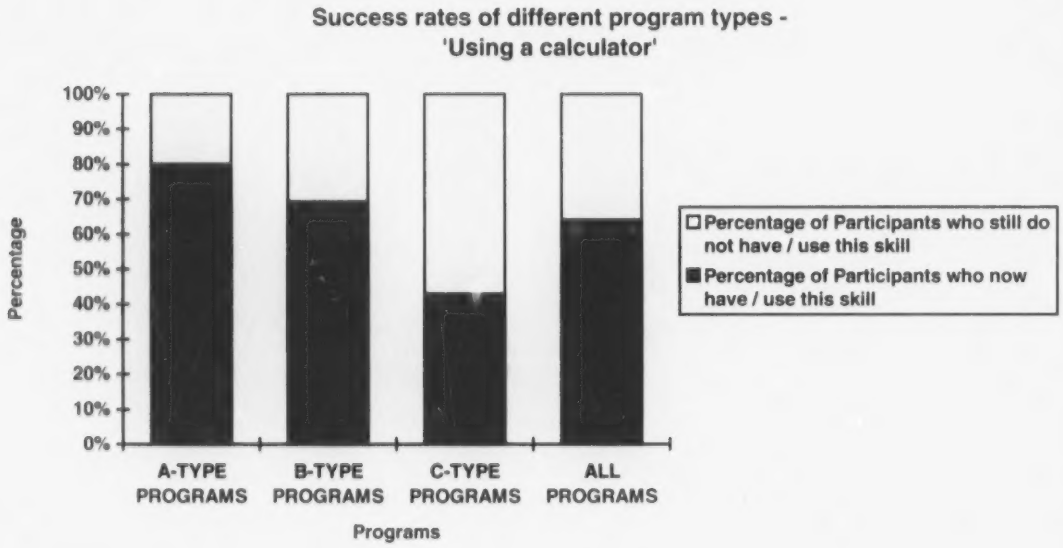
Distribution of all responses



Distribution of 29 responses of participants who did not have / use this skill before the L&L training

Distribution of Comments 2 and 3 by program type

Program type	Number of Participants who did not have / use this skill before the L&L training	Number of Participants who now have / use this skill	Number of Participants who still do not have / use this skill	Success rate
A1	0	0	0	
A2	5	4	1	
subtotal	**5**	**4**	**1**	**80%**
B1	2	2	0	
B2	4	3	1	
B3	6	4	2	
B4	1	0	1	
B5	0	0	0	
subtotal	**13**	**9**	**4**	**69%**
C	7	3	4	
subtotal	**7**	**3**	**4**	**43%**
TOTAL	**50**	**32**	**18**	**75%**



Appendices

A. Initial interview questionnaire

B. Direct cost savings instrument

C. Access to and acceptability of further training instrument

D. Participation in meetings instrument

E. Promotion and job flexibility instrument

F. 'Value of the training' survey (four variations)

The impact of ESL and literacy training in the Australian workplace

Initial interview questionnaire

Appendix A

Initial interview questionnaire

A note to the interviewers

This questionnaire is to be used by the interviewers during their initial interviews with key personnel in the workplace. 'Key personnel' in this context should be taken to mean those people who can most usefully direct the researcher's attention to relevant information concerning the quantifiable effects of the language-and-literacy-inclusive program run in the particular workplace - the interviewees might therefore be representatives from management, unions, workforce, training providers, teaching staff, and participants.

The purpose of this document is to identify where concentrated research should be focussed in order to identify what quantitatively measurable impact the program has had on the workplace.

At all times, interviewers should attempt to find the most convenient and expeditious methods of obtaining relevant information so as to minimise the research project's disruption to the workplace.

It may become apparent, through the interviewing process, that certain information is heavily biased by a particular interviewee's viewpoint. Where this occurs, the opinion should be duly noted, but the views of other relevant workplace personnel should be canvassed in order to provide balance. It is to be hoped that, where such inconsistencies in viewpoints do occur, the voice of hard data will emerge to clarify the situation.

Geoff Pearson
Project Manager

22 June 1995

Please use a separate copy of the questionnaire for each person interviewed in each workplace.

Interview Details

Name of workplace: _____

Name of interviewee: _____

Position / Title: _____

Date of interview: _____

Documents supplied by this interviewee:

1.0 CONTEXT OF THE PROGRAM / LEARNING

1.1 Company profile *(Note: pick up from interviewee and attach to this page)*

1.2 Reason(s) for the program

1.21 Why did the workplace need this sort of training?

_____

_____

_____

1.22a How did the need for L&L-inclusive training emerge? *(Tick all relevant boxes to indicate initial causes)*

- General perception of need to improve communication skills ❑
- Safety ❑
- Restructuring ❑
  - Implementation of QA system ❑
  - Introduction of work teams / circles ❑
  - Introduction of consultative processes ❑
- Introduction of new technology ❑
- Remove barriers to access to other workplace training ❑
- Input from a union ❑
- Input from a training provider ❑
- Inefficiencies / loss of productivity linked to poor L&L ❑
- Other (Please state) ❑

_____

1.22b Was the catalyst:

- one single incident ❑
- a series of incidents ❑
- a set of statistical evidence pointing to a need ❑
- a series of discussions about the issue of L&L ❑
- the role of communication in the restructuring process ❑
- Other (please specify) ❑

_____

1.22c Details:

1.3 Critical Success Factors

1.31 What are the Critical Success Factors for the organisation as a workplace?
(Note: these may be listed in a formal statement of goals available from the workplace - Mission Statement & Vision Statement)

1.32 How are these relevant and related to the department(s) / section(s) of the workplace concerned with the L&L-inclusive training / learning?

1.33 How are these relevant at the team level?

1.34 How are these relevant at the individual worker level?

1.35a How was the need determined?

- individual audit ❑
- random sample audit ❑
- analysis of communication demands of individual work tasks ❑
- analysis of communication requirements of teams / sections / departments ❑
- other (please specify) ❑

1.35b Details

1.4 Program initiator

1.41 Who initiated the program?

- Training provider ❑
- Union representative ❑
- Training Officer at workplace ❑
- Human Resources Manager ❑
- Senior level management figure ❑
- IETC / ITB ❑
- Other (Please specify) ❑

1.42 Details

_____

1.5 Relationship of L&L training to workplace's goals

1.51 Which of the workplace's formal goals are / were related to the L&L-inclusive training?
(Note: number the goals in order of L&L significance - 1 = most significant)

_____

_____

_____

_____

_____

_____

1.6 Industrial relations context

1.61 What was the IR context of the L&L-inclusive training / learning? That is, which IR issues were present?

- workplace agreements ❑
- award-restructuring ❑
- skills reclassifications ❑
- enterprise bargaining ❑
- multi-skilling ❑
- productivity deals ❑
- consultative mechanisms ❑
- safety training ❑
- use of casual labour ❑
- other (please specify) ❑

_____

1.62 Details *(Provide information which would probably have had some bearing on the nature and scope of the L&L-inclusive training / learning)*

_____

_____

_____

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_____

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_____

_____

2.0 IMPLEMENTATION OF THE L&L-INCLUSIVE TRAINING / LEARNING

2.1 Nature of the L&L-inclusive training / learning

2.11 What is / was the nature of the L&L-inclusive training / learning?

stand-alone L&L ❑
discrete program integrated with specific workplace content ❑
consistent integration into all mainstream training ❑
other (please specify) ❑

_____

2.12 Details

_____

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_____

_____

_____

_____

2.2 Budgeting

2.21 How is / was the L&L-inclusive training / learning budgeted or costed, if at all?
(Note: state all funding sources)

_____

_____

_____

_____

_____

2.3 Time, money and effort

2.31 Comment on each aspect of the program in these different areas *(Note: this sheet may have been sent and completed ahead of time)*

Aspect of program	No. of People Involved	Amount of time (hours)	Training costs	Hidden costs (overtime; lost production; etc.)	Comments
Initial consultations					
Establishment of program					
Development of training program					
Delivery					
Monitoring					
Evaluation					
Other					

182

183

2.4 Promotion of training program

2.41a How is / was the program promoted?

- *ad hoc* word-of-mouth ❑
- poster campaign ❑
- information leaflet with pay slips ❑
- general information and awareness sessions ❑
- toolbox meetings ❑
- noticeboard memos ❑
- other (please specify) ❑

_____

2.41b Details

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_____

2.42a To whom is / was the training program promoted?

- all employees ❑
- all shopfloor employees ❑
- all employees in a particular section ❑
- a specific group of employees ❑
- other (please specify) ❑

_____

2.42b Details *(Note: indicate which group(s) of employees)*

2.43a Was participation voluntary? YES ❑ NO ❑

2.43b If "NO", please give relevant details.

2.43c Do the details at 2.43a & b seem to have affected the success of the program in any way? How?

2.44 How were participants chosen after nominating?

- consultative committee ❑
- union ❑
- supervisor(s) ❑
- training manager ❑
- training provider ❑
- combination *(please identify by ticking boxes above)* ❑

2.5 L&L-inclusive training delivery

2.51 Who delivered the training?

- workplace training personnel ❑
- union training personnel ❑
- 'outside' training provider ❑
- both of the above ❑

2.52 Details *(Note: include name of any training provider organisation involved)*

_____

_____

_____

2.53 How was the training delivered? *(Tick all relevant options)*

- formal classes ❑
- correspondence ❑
- independent learning unit ❑
- self-pacing study modules ❑
- on-the-job / on the shopfloor ❑
- other (please specify) ❑

_____

2.54 Details

_____

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_____

2.6 Integrated models

2.61 How has / was integration of L&L into the training achieved?

- Team teaching ❑
- Train the (in-house) trainer in L&L ❑
- Train the (provider) trainer in workplace content / focus ❑
- L&L adaptation of mainstream training materials ❑
- Provision of additional L&L support materials ❑
- Industry Certificate ❑
- Other (please specify) ❑

_____

2.62 Details

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_____

2.63 Which, if any, of the following workshops / seminars were presented to management / union / supervisory staff at a time to coincide with the L&L-inclusive training?

- cross-cultural communication / awareness ❑
- language and literacy issues in training ❑
- dealing with a diverse workforce ❑
- Other (Please specify) ❑

_____

2.64 Why was the model integrated?

3.0 EXPECTED OUTCOMES

3.1 Where do / did you expect the effect(s) of the L&L-inclusive training / learning to be felt?

- output ❑
- productivity ❑
- efficiency ❑
- Quality control ❑
- consultative processes ❑
- training ❑
- OHS issues ❑
- effective completion of workplace documentation ❑
- other (Please specify) ❑

3.12 Details *(Note: if possible, identify specific effects that were expected / hoped for - be prepared to delve)*

productivity *(e.g.improved output per worked hour)*	
efficiency *(e.g. reduced staff turnover)*	
Quality control *(e.g. improved reporting of non-conformances)*	
consultative processes *(e.g. participation in meetings)*	
training *(e.g. improvement enrolment figures)*	
OHS issues *(e.g. improved frequency of accident reporting)*	
effective completion of workplace documentation	

3.13 How are / were these expected outcomes responded to in designing / developing the program? *(Note: course outlines etc. may give this information; however, to save time wading through endless documents, some helpful pointers here are vital)*

Area of expected outcome	**How these expected outcomes are / were responded to**

4.0 UNEXPECTED OUTCOMES

4.1 Were there/ have there been any significant unexpected outcomes from the L&L-inclusive training? *(Use the following as prompts, and fill them on the chart only if they are relevant)*

a. improved confidence amongst workers
b. improved morale
c. productive diversity (able to draw on previously unknown abilities / networks of workers)
d. career path changes
e. individuals taking on further training on their own
f. IR improvements
g. devolution of L&L-inclusive training expertise to the workplace
h. removal of cross-cultural communication barriers
i. Plain English

Unexpected outcome	Positive or Negative?	Comments

4.2 What leads you to suspect that these effects are due to the L&L-inclusive training? *(Note: although this is obviously going to be a subjective response, try to press for information which might help us identify some empirical underpinning for the answer(s) given)*

5.0 EVALUATION OF EXPECTED OUTCOMES

5.1 How is / was the achievement of the expected outcomes to be evaluated? *(Note: this may have been sent and completed ahead of time)*

Expected outcome	**Method of evaluation** (test; q'naire; statistical comparison)	**Type of feedback** (qualitative / quantitative / both)	**From whom?** (who answered?)	**Sought by whom?** (who asked?)	**For what purpose?**	**How was it to be recorded and presented?**	**Was any pre- and post-program workplace data analysis done? What?**

Expected outcome	**Method of evaluation** (test; q'naire; statistical comparison)	**Type of feedback** (qualitative / quantitative / both)	**From whom?** (who answered?)	**Sought by whom?** (who asked?)	**For what purpose?**	**How was it to be recorded and presented?**	**Was any pre- and post-program workplace data analysis done? What?**

5.2 What available workplace statistical data exist that may be useful in identifying outcome success? *(Note: this may have been sent and completed ahead of time)*

Subject of data (productivity output; accident rates; training enrolments, etc.)	*Type of data (percentages; number of occurrences etc.)*	*Period covered by data*	*Availability details Where / how / who?*

5.3 What does / did the workplace need to do in practical terms to support the achievement of the expected outcomes?

a. effect general organisational changes ❑
b. effect workforce deployment changes ❑
c. employ casual "covering" labour ❑
d. give work release for information workshops for management and supervisory staff ❑
e. develop a formal workplace policy on L&L ❑
f. assign specific coordination roles to workplace personnel ❑
g. set up internal evaluation mechanisms ❑
h. other (please specify) ❑

_____

5.4 Details

Details	Was the need made explicit by the training provider? (where relevant)	Was the action taken adequate?

Details •	Was the need made explicit by the training provider? (where relevant)	Was the action taken adequate?

5.5 What kinds of information / evaluation processes would you, as a workplace, need in order to support arguments for funding for future L&L-inclusive training / learning?

(Note: you may like to prompt here with things such as: qualitative / anecdotal; hard data; time & money v. likely outcomes. However, do try not to lead your interviewee.)

6.0 LESSONS FROM THE IMPLEMENTATION EXPERIENCE

6.1 Process of the L&L program

6.11 What have you, the workplace, learned through the process of program implementation? *(Tick against the areas which are representative of the answers and then give details)*

- program marketing ❑
- planning ❑
- establishment of programs ❑
- delivery ❑
- monitoring ❑
- evaluation ❑
- L&L issues in training ❑
- cross-cultural issues ❑
- workforce diversity ❑
- other (please specify) ❑

_____

Details

_____

_____

_____

_____

_____

_____

6.2 Future approaches

6.21 How would / will your answers at 6.11 affect your future approach to L&L-inclusive training?

program marketing	❑
planning	❑
establishment of programs	❑
delivery	❑
monitoring	❑
evaluation	❑
L&L issues in training	❑
cross-cultural issues	❑
workforce diversity	❑
other (please specify)	❑

_____

Details

_____

_____

_____

_____

_____

_____

Appendix B

Direct cost savings instrument

Workplace Name: _____

Respondent's workplace title _____

Respondent's name (optional) _____

DIRECT COST SAVINGS

Savings of time and material have been reported in anecdotal fashion by many of the workplaces involved in this project. As a result, we are asking those workplaces to estimate what those direct cost savings might be.

Thank you for your assistance

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Question 1 - General impressions

On the table below, can you please indicate:

- under **Before the training**, how you felt about the ability of the training participants' in general to perform each of the items **before the training.** Please use this scale:

  N = not satisfactory; **S** = satisfactory, **H** = highly satisfactory

- the general savings to your company that you feel have occurred as a result of the participants' improved numeracy or writing skills after the training program (Please **tick only one box** in each row)

	Before the training	great savings	some savings	minor savings	no savings	losses
General						
understanding written work / job orders		❑	❑	❑	❑	❑
understanding written messages		❑	❑	❑	❑	❑
understanding written instructions		❑	❑	❑	❑	❑
reading plans		❑	❑	❑	❑	❑
completing workplace documents generally		❑	❑	❑	❑	❑
reporting problems in writing		❑	❑	❑	❑	❑
completing QC documentation		❑	❑	❑	❑	❑
writing short messages		❑	❑	❑	❑	❑
writing minutes of meetings		❑	❑	❑	❑	❑
understanding verbal instructions		❑	❑	❑	❑	❑
communicating clearly with other team / crew members		❑	❑	❑	❑	❑
using a calculator		❑	❑	❑	❑	❑
calculating quantities accurately		❑	❑	❑	❑	❑
calculating volumes of materials needed for a job		❑	❑	❑	❑	❑

Question 1 *(continued)*

Specific to certain workplaces (write 'N/A' if item does not apply in this workplace)

	Before the training	great savings	some savings	minor savings	no savings	losses
completing AS3901 forms		❑	❑	❑	❑	❑
completing stock transfer forms		❑	❑	❑	❑	❑
completing tally sheets		❑	❑	❑	❑	❑
completing time sheets		❑	❑	❑	❑	❑
completing maintenance sheets		❑	❑	❑	❑	❑
completing batch documentation		❑	❑	❑	❑	❑
understanding and completing Room Supplies Dockets		❑	❑	❑	❑	❑
understanding and completing bar fridge supplies dockets		❑	❑	❑	❑	❑
understanding laundry labels		❑	❑	❑	❑	❑
writing shift reports		❑	❑	❑	❑	❑
calculating number of menu items per ward		❑	❑	❑	❑	❑
calculating weight of wool		❑	❑	❑	❑	❑
accurately testing wool quality		❑	❑	❑	❑	❑
		❑	❑	❑	❑	❑
		❑	❑	❑	❑	❑
		❑	❑	❑	❑	❑
		❑	❑	❑	❑	❑

Question 2 - Specific savings

On the table below, can you identify any specific savings that have been reported as a result of improvements in these participants' language, literacy and numeracy skills.

In the first box, please indicate the nature of the saving, e.g. "no longer use interpreters", and
in the second box the amount of time and / or money per day / week which has been saved as a result.
(Please indicate clearly in the box whether the figure refers to time or money, and over what time period.)

If any items are irrelevant to your particular situation, please write '**N/A**' in the appropriate places.

General	**Nature of the saving**	**Amount of saving (see note above)**
understanding written work / job orders		
understanding written messages		
understanding written instruction		
reading plans		
completing workplace documents generally		
reporting problems in writing		
completing QC documentation		
writing short messages		
writing minutes of meetings		
understanding verbal instructions		
communicating clearly with other team / crew members		
using a calculator		
calculating quantities accurately		
calculating volumes of materials needed for a job		

Question 2 *(continued)*

Specific to certain workplaces (write 'N/A' if item does not apply in this workplace)

	Nature of the saving	Amount of saving
completing AS3901 forms		
completing stock transfer forms		
completing tally sheets		
completing time sheets		
completing maintenance sheets		
completing batch documentation		
understanding and completing Room Supplies Dockets		
understanding and completing bar fridge supplies dockets		
understanding laundry labels		
writing shift reports		
calculating number of menu items per ward		
calculating weight of wool		
accurately testing wool quality		

Question 3 - Statistical evidence

Where in the workplace might there be some statistical evidence to support the answers given at questions 1 and 2?

Appendix C

Access to and acceptability of further training instrument

Workplace Name: _____

Respondents' workplace titles 1)_____

2)_____

3)_____

4)_____

Respondent's name (optional) 1)_____

2)_____

3)_____

4)_____

ACCESS TO & ACCEPTABILITY OF FURTHER TRAINING

Several workplaces involved in this project have reported that one outcome of the language and literacy training has been to increase the participants' access to further workplace training. Others claim that further workplace training has also been made more acceptable with the development of a training climate in the workplace. As a result, we are asking those workplaces to provide information and statistics which support these claims.

This questionnaire is in two sections:

A: Questions to be directed at management, training officers, HR managers, or people responsible for training in this particular workplace

B: Questions to be directed at participants in the language and literacy training.

The questions in Section B may be asked of participants by trainers in the workplace or by the researcher in focus groups.

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Thank you for your assistance

SECTION A

Questions in this section should be directed at a Management Representative, HR Manager, Training Officer, or person responsible for training in this workplace.

Question 1 - Training statistics

a. For each item on the table below, please indicate figures **only** for the group of workers who participated in the language and literacy training program. (Where breakdowns of figures for male / female or ESB / NESB categories are not available, please estimate. Please give the total figure in the box on the left.)

		Before the training				**Since the training**			
	Total	Male		Female		Male		Female	
		ESB	NESB	ESB	NESB	ESB	NESB	ESB	NESB
Number of enrolments in **internal** training courses (e.g. 20 per year)									
Number of drop-outs for **internal** training courses									
Number of successful completions of **internal** training courses									
Number enrolments in **external** training courses (e.g. 20 per year)									
Number of drop-outs for **external** training courses									
Number of successful completions of **external** training courses									

b. Can you identify any other factors which may also have had an influence on the figures above? Please tick the appropriate boxes.

Question 2 - Training statistics

For each item on the table below, please indicate the training achievements of the language and literacy participants **since the language and literacy training was conducted**.

Where the number of language and literacy participants is / was greater than ten, please choose a representative sample.

	Number of elements (E) or modules (M) of accredited industry certificates completed	Number of units of competency undertaken	Other courses undertaken or completed (please give titles)
Participant #1			
Participant #2			
Participant #3			
Participant #4			
Participant #5			
Participant #6			
Participant #7			
Participant #8			
Participant #9			
Participant #10			
TOTAL AVERAGE			

b. Can you identify any other factors which may also have had an influence on the figures above.

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Question 3 - Value of trained workers

As a result of participants going on to further training, what changes have you noticed in the following areas?

	Enormously improved	Significantly improved	Slightly improved	No change	Worse than before
in-house availability of pool of relevant expertise	❑	❑	❑	❑	❑
flexibility of workforce	❑	❑	❑	❑	❑
reduction in workplace's dependence on casual labour during emergencies	❑	❑	❑	❑	❑
reduction in workplace's dependence on contracted labour	❑	❑	❑	❑	❑
reduction in delays / lead times for getting jobs done	❑	❑	❑	❑	❑
ability to meet projected productivity targets	❑	❑	❑	❑	❑
reduction in accidents	❑	❑	❑	❑	❑
	❑	❑	❑	❑	❑
	❑	❑	❑	❑	❑
	❑	❑	❑	❑	❑
	❑	❑	❑	❑	❑
	❑	❑	❑	❑	❑

Question 4 - Dollar value?

a. Which of the items listed at Question 3 would you consider to be the most valuable to the workplace?

b. How would you quantify that value? Would it be in terms of dollars, time saved,...?

c. For you to recognise the item mentioned at 4a as valuable to your workplace, would you need to have a dollar value put on it? If so, can you suggest how would go about doing this?

Question 5 - Specific gains

Can you identify any **specific gains** made by this workplace which are due to language and literacy participants' gaining access to further training?

SECTION B

Questions in this section should be directed at the participants in the language, literacy and numeracy training conducted in this workplace.

Question 1 - Access to and Acceptability of Training

The researcher should make a simple tally mark for each participant for each of the items on the table below. The number of available participants will obviously vary from workplace to workplace . It is in the interest of the project, however, to gain as large a sample as possible.

	Before the training	**Since the training**
Number **able** to read information on available training courses		
Number **not able** to read information on available training courses		
Number **able** to apply for courses		
Number **not able** to apply for courses		
Number **willing** to apply for courses		
Number **not willing** to apply for courses		

Question 2 - Now in further training

This questions only applies to those language and literacy program participants who are currently in / have subsequently accessed further training, whether the language and literacy training was specifically designed to encourage / enable this or not.

Again, the researcher should take a simple tally for each item, indicating the respondents' answers in the categories given.

	Definitely	Probably	Probably Not	Definitely Not
Has the language and literacy training helped you to access further training?				
Would you still have applied to do this training if you hadn't had the language and literacy training?				
Would you have dropped out of this further training before the end if you had not had the language and literacy training?				

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Question 3 - The Link

What did the language, literacy and numeracy training give you that enabled you to do further training?

specific reading skills required by the further training	
specific writing skills required by the further training	
specific speaking skills required by the further training	
specific comprehension skills required by the further training	
specific mathematical skills required by the further training	
general confidence to take on further training	

Thank you for your assistance.

Appendix D

Participation in meetings instrument

Workplace Name: _____

Respondent's workplace title _____

Respondent's name (optional) _____

PARTICIPATION IN MEETINGS

It has been reported that language and literacy training participants have become more willing to speak at team and workplace meetings, to ask questions, to make suggestions, and to talk with co-workers in general. As a result, we are asking those workplaces to estimate the extent of these effects and what value they have for the workplace.

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Appendix D

Question 1 - General impressions

For this question consider one or two specific work teams. At least two members of each team should have been a participant in the language and literacy training program conducted in the workplace.

On the table below, can you please indicate:

- under **Before the training**, how you felt about the training participants' ability with regard to each of the items listed **before the training.** Please use this scale:

  N = not satisfactory; **S** = satisfactory, **H** = highly satisfactory

- under **Since the training**, how much each of these items has improved.
  (Please **tick only one box** in each row)

	Before the training	Since the training				
		much improved	somewhat improved	minor gains	no change	worse than before
Focussing of team discussions		❑	❑	❑	❑	❑
understanding of problem identification and solving tools		❑	❑	❑	❑	❑
use of problem identification and solving tools		❑	❑	❑	❑	❑
understanding of meeting procedures		❑	❑	❑	❑	❑
minute-taking skills		❑	❑	❑	❑	❑
Team spirit		❑	❑	❑	❑	❑
General amount of participation		❑	❑	❑	❑	❑

Question 2 - Team members

Consider the same team/s as for Question 1. Make a separate list of names of each team member who was also a participant in the language and literacy training program. Give each person on the list a number. Now, can you indicate:

- under **Before the training**, your perception of the training participant's approach to team meetings **before the training.** Please use this scale:

  1 = actively participated regularly
  2 = showed interest and occasionally actively participated
  3 = showed interest but never actively participated
  4 = never showed any interest

- under **Since the training**, and basing your perceptions on **at least three meetings since the training,** the same participants' approach to team meetings **now**.
  (Please **tick only one box** in each row)

	Before the training	**Since the training**			
		actively participates regularly	shows interest and actively participates occasionally	shows interest but doesn't actively participate	shows no interest
Participant #1		❑	❑	❑	❑
Participant #2		❑	❑	❑	❑
Participant #3		❑	❑	❑	❑
Participant #4		❑	❑	❑	❑
Participant #5		❑	❑	❑	❑
Participant #6		❑	❑	❑	❑
Participant #7		❑	❑	❑	❑
Participant #8		❑	❑	❑	❑
Participant #9		❑	❑	❑	❑
Participant #10		❑	❑	❑	❑

Question 3 - The value of participation

Can you cite any specific outcomes of team suggestions which have occurred since the language and literacy training and which you attribute, at least in part, to that training?

Can you put a dollar value on this / these suggestion/s? If not a dollar value, what is the value to the workplace of such suggestions?

Question 4 - Other influences

Are / were there any other factors which may have contributed to the general improvements you have noticed in the teams?

Please use this scale to indicate the **degree of influence**:

N = none **M = minor** **S = significant**

	Degree of influence		**Degree of influence**
Changes to team make-up		Notable changes in members' working conditions	
Other training		Notable changes in members' personal lives	
IR changes			
Changes to documentation			
Changes to team procedures			

Observer's Record of Participation

For each language and literacy training participant in the team, please note the level of participation over the first four meetings following the end of training.

Team: _____

Observer/s: _____

Rate each of the participants on the following scale:

1 = actively participated on more than one occasion
2 = showed interest and actively participated on one occasion
3 = showed interest but did not actively participate
4 = showed no interest

Name (to be deleted for report)	Pre-training	Meeting 1	Meeting 2	Meeting 3	Meeting 4

Appendix E

Promotion and job flexibility instrument

Workplace Name: _____

Respondents' workplace titles 1) _____

2) _____

Respondents' names (optional) 1) _____

2) _____

PROMOTION AND JOB FLEXIBILITY

Several workplaces involved in this project have indicated that certain participants in language and literacy programs have, amongst other things, gone on to become leading hands, team leaders, and union delegates. Some have also indicated that certain workers have become more flexible in that they can now be more readily moved to different tasks around the workplace. In at least two others, there have been reports of workplaces gaining access to other skills of workers which were previously unknown or unusable.

As a result, we are asking these workplaces to provide information and, where possible, statistical evidence which supports these reports.

This questionnaire is in two sections:

A: Questions to be directed at management, training officers, HR managers, or other relevant people in this workplace.

B: Questions to be directed at participants in the language and literacy training.

The questions in Section B may be asked of participants by the Training Officer in the workplace or by the researcher in focus groups.

Thank you for your assistance

SECTION A

Questions in this section should be directed at a Management Representative, HR Manager, Training Officer, Supervisor or other relevant person in this workplace.

Question 1 - Applications for Promotion

When completing the following table, please only give figures for workers who were participants in the language and literacy training program. (Where breakdowns of figures for male / female or ESB / NESB categories are not available, please estimate. Please give the total figure in the box on the left.)

		Before the training				**Since the training**			
	TOTAL	Male		Female		Male		Female	
		ESB	NESB	ESB	NESB	ESB	NESB	ESB	NESB
Number of applications for promotion in 12 months before / 12 months after the training									
Number of these applicants who succeeded in getting to interview (if applicable)									
Number of successful applications for promotion									
Number of job opportunities over the same period for which participants were eligible									

b. Can you identify any other factors which may also have had an influence on the figures above? Please tick the appropriate boxes.

	Before the training	Since the training		Before the training	Since the training
Desperate need to promote people			**Job cuts**		
Moratorium introduced on employing people from outside the workplace					
Other training					
Changes in working conditions					

Question 2 - Value of internal promotion

a. What is the value to the workplace of being able to promote internally as opposed to recruiting new people from outside the workplace? Please attempt to highlight the most salient value-factors.

b. How would you quantify the value of the things mentioned at **Question 2a**?

Question 3 - Job Flexibility

This question should be answered by supervisors / team leaders / leading-hands who work with the training participants.

a. When completing the following table, please only give figures for workers who were participants in the language and literacy training program. (Where breakdowns of figures for male / female or ESB / NESB categories are not available, please estimate. Please give the total figure in the box on the left.)

		Before the training				**Since the training**			
	TOTAL	Male		Female		Male		Female	
		ESB	NESB	ESB	NESB	ESB	NESB	ESB	NESB
Number of participants who can readily be moved from one workplace task / role to another									
Number of participants who can readily take on further responsibilities / duties in situations of need									
Number of participants who can take on tasks which involve the use of reading and writing skills									
Number of participants who can take on workplace tasks which involve the use of verbal skills (such as using a 2-way, telephone, or giving instructions)									
Number of cases where participants have successfully been redeployed to another task for a limited period (estimate numbers for period of 1 month before and 1 month since the training)									

b. Can you identify any other factors which may also have had an influence on the figures above?

SECTION B

Questions in this section should be directed at the participants in the language, literacy and numeracy training.

Question 1 - Applying for promotion and job flexibility

The researcher should make a simple tally of respondents for each item on the table.

	Before the training				**Since the training**			
	Male		Female		Male		Female	
	ESB	NESB	ESB	NESB	ESB	NESB	ESB	NESB
Number of people who would have applied / would apply for promotion								
Number of people who would not have applied / would not apply for promotion								
Number of participants who could / can readily be moved from one workplace task / role to another								
Number of participants who could / can readily take on further responsibilities / duties in situations of need								
Number of participants who could / can take on tasks which involve the use of reading and writing skills								
Number of participants who could / can take on workplace tasks which involve the use of verbal skills (such as using a 2-way, telephone, or giving instructions)								
Number of participants who could have been / have successfully been redeployed to another task for a limited period								

5

Question 2 - Reasons for applying for promotion

Addressing those participants who would not have applied for promotion before the training but who claim this has changed since the training, identify the reasons for the changes on the table below. Please make a simple tally and add reasons not listed in the empty boxes.

	Male		Female	
	ESB	NESB	ESB	NESB
Improvement in language / literacy skills				
Improvement in verbal communication skills				
Improved understanding of how to complete application form				
Workplace encouraged individual to apply				
Improved general confidence in individual				
Financial need				
Availability of suitable promotional opportunity / ies				

Appendix F

'Value of the training' survey (4 variations)

If you would like to make any other comments about the value of the language and literacy training, please use this space.

Appendix F

e return your completed survey form to:

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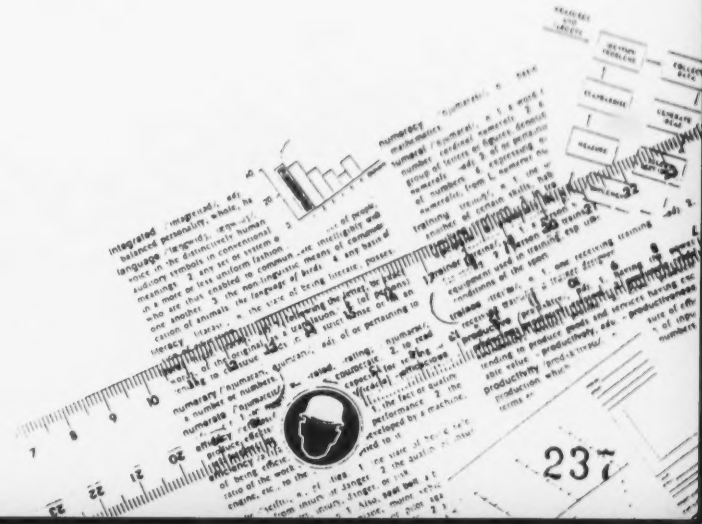
Thank you for your assistance.

AUSTRALIAN LANGUAGE AND LITERACY POLICY:
NATIONAL ADULT LITERACY PROJECT #7

The impact of ESL and literacy training in the Australian workplace

Value of the training - survey

Participants



1a. **In the first column**, how did you feel about each item **before** the language and literacy training program was conducted in your workplace. Use this scale:

N = not good, **OK** = OK, **V** = Very good.

1b. How much do you think these things have now changed for you because of the language and literacy training conducted in your workplace?
(Please tick **ONE BOX ONLY** in each row):

	Before the training	I feel very much better	I feel quite a lot better	I feel a little bit better	No change	I feel worse than before
general feelings about my work		❑	❑	❑	❑	❑
confidence to talk to others at work		❑	❑	❑	❑	❑
confidence to do writing for my work		❑	❑	❑	❑	❑
relationship with management		❑	❑	❑	❑	❑
feelings about training		❑	❑	❑	❑	❑
participation in training		❑	❑	❑	❑	❑
participation in meetings		❑	❑	❑	❑	❑
understanding of changes in my workplace		❑	❑	❑	❑	❑

2a. Look at the table below. For each item, can you choose from these answers and write the number in the correct box.

1 - I did this already before the course
2 - I didn't do this before the course but now I do
3 - I still don't do this
4 - This is not a part of my job

Communication skill	**Answer**	**Time spent each day / shift before the training**	**Time spent now**
complete my own job documents		minutes	minutes
read job instructions for my work		minutes	minutes
speak to members of management		minutes	minutes
speak at my team meetings		minutes	minutes
report problems to my supervisor / team leader		minutes	minutes
write messages for other people at work		minutes	minutes
use the telephone / two-way radio		minutes	minutes
fill out my own workplace forms		minutes	minutes
use a calculator		minutes	minutes

2b. Now, look at all your answers again.

Can you <u>estimate</u> how much time each day / shift you used to spend on each thing **before** the training, and how much you spend **now**?

If you would like to make any other comments about the value of the language and literacy training, please use this space.

Please return your completed survey form to:

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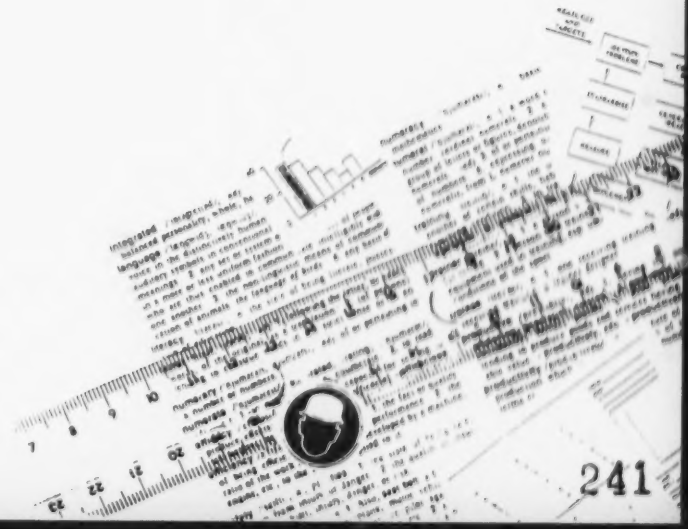
Thank you for your assistance.

AUSTRALIAN LANGUAGE AND LITERACY POLICY:
NATIONAL ADULT LITERACY PROJECT #7

The impact of ESL and literacy training in the Australian workplace

Value of the training - survey

Supervisors / team leaders



1. In the first column, please indicate how you would have rated each item **before** the language and literacy training program was conducted in your workplace. Use this scale:

U = Unsatisfactory, **S** = Satisfactory, **E** = Excellent.

Then indicate what effect the language-and-literacy training has had on each item.
(Please tick **ONE BOX ONLY** in each row):

	Before the training	Enormous gains	Some significant gains	Some minor gains	No change	Negative effect
worker morale		❑	❑	❑	❑	❑
worker confidence to communicate verbally		❑	❑	❑	❑	❑
worker confidence to communicate in writing		❑	❑	❑	❑	❑
'shopfloor' / management relations		❑	❑	❑	❑	❑
worker loyalty to organisation		❑	❑	❑	❑	❑
worker attitude to training		❑	❑	❑	❑	❑
worker involvement in training		❑	❑	❑	❑	❑
creation of training climate		❑	❑	❑	❑	❑
worker participation in meetings		❑	❑	❑	❑	❑
worker understanding of demands of workplace change		❑	❑	❑	❑	❑

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2. Please think about <u>your most competent shopfloor worker</u> who has comparable duties and responsibilities to the training participants.
On a typical day / shift, how much time (in minutes) would you estimate he/she spends on each of the following?

	ESTIMATED TIME SPENT EACH DAY / SHIFT
Completing documentation (worksheets, QC charts etc.)	minutes
Checking documentation (job sheets, manuals, SOPs, schedules etc.)	minutes
Clarifying written instructions	minutes
Clarifying verbal instructions	minutes
TOTAL	minutes
Most competent worker's hourly rate of pay	$

3. Using your estimates at Question 2 as your **benchmark**, can you please indicate on the table below the **<u>additional</u>** time (in minutes per shift / day) you <u>estimate</u> was spent by each person in communication **before** and **after** the training program. Please indicate also the rate of pay for each person indicated.

	<u>Additional time*</u> per shift / day spent in communication **before** the program	**<u>Additional time*</u>** per shift / day spent in communication **after** the program	**Hourly Pay Rate $**
The participant who **most** benefitted from the training in your opinion	minutes	minutes	$
The participant who **least** benefitted from the training in your opinion	minutes	minutes	$
The **average** participant in your opinion	minutes	minutes	$
Total supervisor's time spent with workers on :	minutes	minutes	$

* **additional time** means time spent in communication over and above that needed by the competent shopfloor worker you described at Question 2

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Please return your completed survey form to:

Thank you for your assistance.

**The
impact
of
ESL and literacy training
in the
Australian workplace**

Value of the training - survey

Management / Training / HR

In the first column, please indicate how you would have rated each item before the language and literacy training program was conducted in your workplace. Use this scale:

U = Unsatisfactory, **S** = Satisfactory, **E** = Excellent.

Then indicate what effect the language-and-literacy training has had on each item.
(Please tick **ONE BOX ONLY** in each row):

	Before the training	Enormous gains	Some significant gains	Some minor gains	No change	Negative effect
worker morale						
worker confidence to communicate verbally						
worker confidence to communicate in writing						
'shopfloor' / management relations						
worker loyalty to organisation						
worker attitude to training						
worker involvement in training						
creation of training climate						
worker participation in meetings						
worker understanding of demands of workplace change						

Please return your completed survey form to:

Thank you for your assistance.

AUSTRALIAN LANGUAGE AND LITERACY POLICY:
NATIONAL ADULT LITERACY PROJECT #7

The impact of ESL and literacy training in the Australian workplace

Value of the training - survey

Union representatives

In the first column, please indicate how you would have rated each item before the language and literacy training program was conducted in your workplace. Use this scale:

U = Unsatisfactory, **S** = Satisfactory, **E** = Excellent.

Then indicate what effect the language-and-literacy training has had on each item.
(Please tick **ONE BOX ONLY** in each row):

	Before the training	Enormous gains	Some significant gains	Some minor gains	No change	Negative effect
worker morale						
worker confidence to communicate verbally						
worker confidence to communicate in writing						
'shopfloor' / management relations						
worker participation in union affairs						
worker attitude to training						
worker involvement in training						
creation of training climate						
worker participation in meetings						
worker understanding of demands of workplace change						